Manitoba Education and Advanced Learning

Annual Report
2013-2014

Manitoba

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MINISTER
OF EDUCATION AND ADVANCED LEARNING

Room 168
Legislative Building
Winnipeg, Manitoba, Canada
R3C 0V8

His Honour the Honourable Philip S. Lee, C.M., O.M.
Lieutenant Governor of Manitoba
Room 235 Legislative Building
Winnipeg MB R3C 0V8

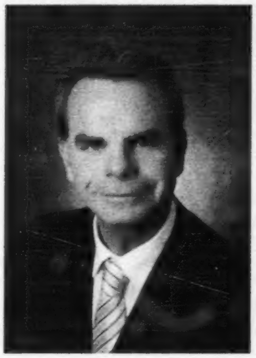
Your Honour:

I have the privilege of presenting for the information of Your Honour the Annual Report of Manitoba Education and Advanced Learning for the fiscal year ending March 31, 2014.

Respectfully submitted,

Original Signed By

Honourable James Allum



Manitoba
Education and Advanced Learning
Deputy Minister
Room 156, Legislative Building, Winnipeg, Manitoba, Canada R3C 0V8

Honourable James Allum
Minister of Education and Advanced Learning
Room 168, Legislative Building
Winnipeg MB R3C 0V8

Dear Minister:

I am pleased to present the Annual Report of Manitoba Education and Advanced Learning for the period April 1, 2013 to March 31, 2014.

The Department was restructured in 2013/14, integrating the former Department of Education and several program areas under the former Department of Advanced Education and Literacy. The new Department of Education and Advanced Learning provides leadership and support for the education system from early learning to post-secondary education.

The Department remains committed to supporting quality educational opportunities across Manitoba and I would like to highlight some notable areas of activity.

For the 2013/14 fiscal year, investments in elementary/secondary education and for Manitoba's universities and colleges were increased, and the Department continued to strive to find efficiencies and support targeted initiatives to enhance education in Manitoba.

Progress was made in ensuring that every school in Manitoba is a safe and inclusive school through the passage of the *Safe and Inclusive Schools Act* along with a range of activities to promote anti-bullying and safe and welcoming school environments for all students.

The Smaller Class Size Initiative (Kindergarten to Grade 3) has been supported through resources for additional teacher positions and capital investments to ensure spaces required to fully implement the smaller class size initiative are provided to school divisions by 2017.

As part of the Department's commitment to system improvements, significant investments have been made in school infrastructure. Funding for new and renovated schools, updated science labs and technical/vocational equipment, accessibility projects, gymnasiums, child care spaces in schools, and to address other capital needs for repairs and maintenance of infrastructure was an area of important activity in 2013/14.

Recognizing the critical role of parents in the education of their children has been a key focus of departmental action. A new "My Child in School" website was unveiled that will give parents information about what their children are learning in compulsory subject areas such as language arts, mathematics and science. As well, the new parent-friendly plain language provincial report card progressed to province-wide implementation during the 2013/14 school year.

Providing students with more opportunities to develop foundational literacy, numeracy and science knowledge and skills has been supported through important curriculum revisions, early literacy/numeracy interventions and other initiatives. Targeted efforts begun in previous years to help students achieve academic success and prepare for post-secondary education and rewarding careers and lives will be built upon in future years.

At the post-secondary level, increased operating funding has continued to enable Manitoba to have accessible and affordable university and college educational opportunities while maintaining modest tuition levels compared to other provinces.

There were many investments in key infrastructure projects, particularly in northern and rural Manitoba. Highlights of the Department's achievements include the opening of the new Thompson campus of the University College of the North and the finalization of several UCN Regional Centre infrastructure projects across 11 northern communities. To meet the space needs for ongoing implementation of the provincial class size initiative and to ensure that Manitoba's students are able to learn in state of the art science laboratories and gymnasium facilities, the Department oversaw the completion of no less than 24 major infrastructure projects across rural and northern communities. I would also like to reference two major projects: new and expanded student living accommodations and a power mechanics shop at the Frontier Collegiate in Cranberry Portage.

This summer eCampusManitoba.com was launched providing students with access to online course offerings at all of our Universities and Colleges. By actively promoting transfer agreements between the courses it helps students use courses at any of our institutions to complete their credential. Currently eCampusManitoba.com has over 500 unique courses listed with over 1,100 established transfer agreements between them. Additionally, Campus Manitoba continues to make progress on the Provincial Transfer Credit Database, which will make all established transfer credit agreements between Manitoba institutions publically searchable on a single website.

There has also been new and expanded education and training, particularly in areas of labour market demand. For example, Manitoba's post-secondary education system is training more doctors, nurses, nurse practitioners and allied health professionals to meet demand in urban, rural and northern communities.

Building upon a previous project, a new initiative began that will fund pilot programs at public post-secondary institutions designed to assist internationally educated newcomers to get their professional qualifications recognized quickly and transition smoothly into the work force. Targeted fields include science, technology, engineering, mathematics, health and trades.

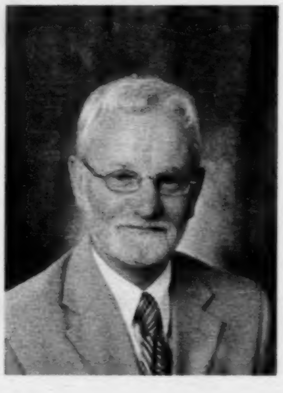
In 2013/14, the *International Education Act* was passed. This legislation, the first of its kind in the country, regulates all education providers that intend to recruit and enrol international students. This will be an important step to protect international students and enhance international education in Manitoba.

These highlights of departmental activity and accomplishments are a reflection of the hard work and dedication of departmental staff and the excellent collaboration and contributions of all of our educational partners during the 2013/14 year.

Respectfully submitted,

Original Signed By

Gerald Farthing, Ph.D.
Deputy Minister



Manitoba

Éducation et Enseignement supérieur
Sous-ministre
Bureau 156, Palais législatif, Winnipeg (Manitoba) Canada R3C 0V8

Monsieur James Allum
Ministre de l'Éducation et de l'Enseignement supérieur
Palais législatif, bureau 168
Winnipeg (Manitoba) R3C 0V8

Monsieur le Ministre,

J'ai le privilège de vous présenter le rapport annuel du ministère de l'Éducation et de l'Enseignement supérieur pour l'exercice allant du 1er avril 2013 au 31 mars 2014.

Le Ministère a été restructuré en 2013–2014, intégrant l'ancien ministère de l'Éducation et plusieurs domaines de programmes relevant de l'ancien ministère de l'Enseignement postsecondaire et de l'Alphabétisation. Le nouveau ministère de l'Éducation et de l'Enseignement supérieur apporte du leadership et du soutien au système de l'éducation, dès l'apprentissage des jeunes enfants jusqu'à l'enseignement postsecondaire.

Le Ministère demeure résolu à appuyer les possibilités éducatives de qualité partout au Manitoba et j'aimerais souligner quelques sphères d'activité importantes.

Au cours de l'exercice 2013–2014, le Ministère a augmenté ses investissements dans l'éducation élémentaire et secondaire et dans les universités et collèges du Manitoba, et il a continué de faire tout son possible pour accroître l'efficacité et appuyer les initiatives ciblées afin d'améliorer l'éducation au Manitoba.

Des progrès ont été réalisés de manière que chaque école au Manitoba offre un milieu scolaire sécuritaire et inclusif, grâce à l'adoption de la *Loi modifiant la Loi sur les écoles publiques (milieux scolaires favorisant la sécurité et l'inclusivité)* et à toute une gamme d'activités visant à promouvoir des stratégies contre l'intimidation et des milieux sécuritaires et accueillants pour tous les élèves.

L'initiative de réduction de l'effectif des classes (de la maternelle à la 3e année) est appuyée par des ressources visant à augmenter le nombre de postes en enseignement et par des investissements en immobilisations qui garantiront que les places additionnelles requises dans le cadre de l'initiative sont fournies aux divisions scolaires en 2017.

Comme partie intégrante de son engagement envers l'amélioration des systèmes, le Ministère a fait d'importants investissements dans l'infrastructure des écoles. Le financement de nouvelles écoles et de la rénovation d'écoles existantes, de la modernisation de laboratoires de sciences, de matériel technique et professionnel, de projets d'accessibilité, de gymnases, de places de garderie dans les écoles et d'autres projets de réparation et d'entretien des infrastructures constitue un important volet de nos activités en 2013–2014.

Afin de reconnaître le rôle essentiel joué par les parents dans l'éducation de leurs enfants, le Ministère a voulu concentrer ses efforts sur ce domaine prioritaire. Le Ministère a lancé un nouveau site Web intitulé, *Mon enfant à l'école*, qui permettra aux parents d'obtenir des renseignements au sujet de ce que leurs enfants apprennent à l'école dans les matières obligatoires telles que les programmes de langue, de mathématiques et de sciences. Aussi, le nouveau bulletin scolaire provincial plus convivial pour les parents et rédigé en langage simple a été mis en œuvre à l'échelle de la province en 2013–2014.

Grâce à une révision importante des programmes d'études, à des interventions en matière de littéracie et de numératie et à d'autres initiatives, les élèves ont eu accès à un plus grand nombre de possibilités en vue d'acquérir des connaissances et des compétences fondamentales en littératie, en numératie et en sciences. Au cours des prochaines années, la Province s'appuiera sur les efforts ciblés entrepris au cours des années passés pour aider les élèves à réussir dans leurs études et à se préparer aux études postsecondaires et aux carrières et vies enrichissantes.

Grâce à une augmentation des fonds d'exploitation, le Manitoba continue de profiter de possibilités éducatives accessibles et abordables au niveau postsecondaire (universités et collèges), tout en maintenant ses droits de scolarité à un niveau modeste comparativement à d'autres provinces.

Il y a eu bon nombre d'investissements dans des projets d'infrastructure clés, notamment dans les régions rurales et du nord du Manitoba. Les réalisations du Ministère comprennent entre autres l'ouverture officielle du nouveau campus de Thompson au Collège universitaire du Nord ainsi que l'achèvement de plusieurs projets d'immobilisation dans les centres régionaux du Collège situés dans 11 collectivités du Nord. Afin de répondre aux besoins d'infrastructure concernant la mise en œuvre continue de l'initiative provinciale de réduction de l'effectif des classes et de veiller à ce que les élèves du Manitoba puissent poursuivre leur apprentissage dans des laboratoires scientifiques et des gymnases à la fine pointe de la technologie, le Ministère a mené à bien un total de 24 projets d'infrastructure de grande envergure dans des collectivités rurales et du nord. J'aimerais aussi souligner deux projets d'envergure. Notamment, des hébergements, nouveaux et agrandis, pour élèves et des ateliers pour le programme de *power mechanics* au Frontier Collegiate à Cranberry Portage.

Cet été nous avons lancé eCampusManitoba.com, grâce auquel les élèves peuvent avoir accès aux cours offerts en ligne à tous nos collèges et universités. Une promotion active des accords de transfert de crédits permet aux élèves de participer aux cours offerts dans tous nos établissements, quels qu'ils soient, dans le cadre de leurs programmes d'études ou de formation. À l'heure actuelle, eCampusManitoba.com offre plus de 500 cours uniques pour lesquels plus de 1 100 accords de transfert ont été établis. De plus, Campus Manitoba continue de réaliser des progrès sur la base de données provinciale sur le transfert de crédits, laquelle permettra au public de s'informer sur tous les accords de transfert établis entre les établissements postsecondaires publics du Manitoba sur un seul site Web.

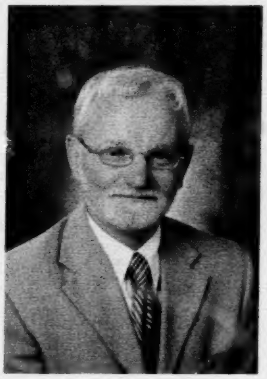
Nous avons offert des programmes éducatifs, nouveaux et élargis et de la formation, tout particulièrement dans les secteurs en demande du marché du travail. Par exemple, le système d'éducation postsecondaire du Manitoba forme un plus grand nombre de médecins, d'infirmiers, d'infirmiers praticiens et de professionnels paramédicaux pour faire face à la demande dans les collectivités urbaines, rurales et du Nord.

Faisant fond sur un projet précédent, le Ministère a lancé une nouvelle initiative pour financer des projets pilotes mis en œuvre dans les établissements d'enseignement postsecondaires publics. Ces projets sont conçus pour aider les nouveaux arrivants formés à l'étranger à obtenir rapidement la reconnaissance de leurs qualifications professionnelles et à s'intégrer sans heurt dans la population active. Les domaines ciblés sont les sciences, les technologies, l'ingénierie, les mathématiques, la santé et les métiers.

En 2013–2014, la Province a adopté la *Loi sur l'éducation internationale*. Cette loi, la première du genre au Canada, règlemente tous les fournisseurs de services d'éducation qui ont l'intention de recruter et d'inscrire des étudiants internationaux. Il s'agit d'une mesure importante pour protéger les étudiants internationaux et améliorer l'éducation internationale au Manitoba.

Cet aperçu des activités et des réalisations du Ministère est un reflet du travail assidu et du dévouement de notre personnel et de la collaboration et des contributions excellentes de tous nos partenaires en éducation au cours de l'exercice 2013–2014.

Le tout respectueusement soumis,



Le sous-ministre,

Original signé par

Gerald Farthing

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Preface

Report Structure

The Annual Report is organized in accordance with the appropriation structure for Manitoba Education and Advanced Learning. It reflects the Department's authorized votes approved by the Legislative Assembly. The report includes information at the main and sub-appropriation levels related to the Department's objectives and actual results achieved. Financial performance information provides expenditure and revenue variance explanations and a five-year adjusted historical table of staffing and expenditures.

Mandate

In 2013/14, the Department of Education and Advanced Learning was established. The Department integrated the former Department of Education and several program areas under the former Department of Advanced Education and Literacy.

The Department of Education and Advanced Learning is responsible for:

- Early childhood education,
- Schools, Kindergarten to Grade 12, and
- Post-secondary education.

The Department's fundamental responsibility is to provide direction and allocate resources in support of Kindergarten to Grade 12 (K-12) education in public and funded independent schools and for setting priorities and allocating funds for the post-secondary education system and student financial assistance.

The Department endeavours to facilitate high quality, affordable, and accessible learning opportunities for all Manitobans with a view to supporting seamless and coherent links across the education, learning and training systems while also facilitating the contribution of these systems to Manitoba's economic, cultural and social goals.

In addition to identifying broad educational goals, the Department is responsible for the overall legislative and regulatory structure governing the K-12 education and post-secondary education systems.

Education and Advanced Learning represents the Province in negotiations with the federal and other provincial governments, and works closely with other government departments in Manitoba to support province-wide strategic priorities and promote a unified direction for education and training in Manitoba.

Education and Advanced Learning is responsible for the overall legislative and regulatory structure for elementary, secondary and post-secondary education. It provides policy direction on administrative matters of the education system under authority of the following Acts of the Consolidated Statutes of Manitoba:

- *The Advanced Education Administration Act*
- *The Brandon University Act*
- *The Colleges Act*
- *The Council on Post-Secondary Education Act*
- *The Degree Granting Act*
- *The Education Administration Act*
- *The Private Vocational Institutions Act*
- *The Property Tax and Insulation Assistance Act (Part III.2)*

- *The Public Schools Act*
- *The Public Schools Finance Board Act*
- *The Student Aid Act*
- *The Teachers' Pensions Act*
- *The Teachers' Society Act*
- *The Université de Saint-Boniface Act*
- *The University College of the North Act*
- *The University of Manitoba Act*
- *The University of Winnipeg Act*

Responsibilities

Manitoba Education and Advanced Learning has primary responsibility to:

- support and facilitate quality teaching and learning at all levels of education in Manitoba;
- delineate roles and responsibilities across the education system; and
- implement and share research-informed effective practices as part of the commitment to a quality education system.

Programming and Services Overview

For the year ending March 31, 2014, the programs and services of the Department were budgeted under the following main appropriations: Administration and Finance, School Programs, Bureau de l'éducation française, Education and School Tax Credits, Support to Schools, Support for Universities and Colleges, Manitoba Student Aid, Capital Funding and Costs Related to Capital Assets.

Corporate Initiatives

I. Aboriginal Education

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives within Aboriginal education and training. AED's objectives are: to ensure an integrated approach to Aboriginal education and training within Manitoba Education and Advanced Learning, and in collaboration with the departments of Aboriginal and Northern Affairs (MANA) and Jobs and the Economy (JEC). This includes promoting the removal of systemic barriers to Aboriginal student success, and participating in and ensuring linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the development and implementation of the Aboriginal Education and Employment Action Plan and provides support and leadership to all branches and units within Education and Advanced Learning, MANA and JEC on matters as they relate to Aboriginal education and training.

II. Elementary and Secondary Schools

In Manitoba, 36 school divisions, 1 special revenue school district and 59 independent schools receive funding from the Province. In the 2013/14 fiscal year, government support to school divisions, independent schools, educational organizations, and the Teachers' Retirement Allowances Fund totalled $1,317.0 million; comprised of $1,264.1 million in 16-5, Support to Schools, and $52.9 million in 16-8, Capital Funding. In addition, $156.7 million through the Education Support Levy and Public Schools Finance Board surplus was provided in support of school divisions.

For the 2013/14 school year, a funding increase of 2.3% or $27.2 million was announced to support school divisions, with a subsequent increase of $4.0 million for the year for the K-3 class size initiative.

Public school enrolment on September 30, 2013 was 177,880 pupils. Of this total, 115,601 were in Kindergarten to Grade 8; 59,283 were in secondary grades (Grade 9 to Grade 12); 2,105 were nursery pupils; and 891 were not in any grade.

There were 13,926 pupils attending funded independent schools on September 30, 2013. Funding to independent schools for eligible pupils is available for instruction and services, special needs and curricular materials.

III. Post-Secondary Education

Manitoba's Council on Post-secondary Education (COPSE) plans and co-ordinates a post-secondary education system that promotes excellence and accessibility. It acts as an intermediary between the post-secondary institutions and the Manitoba government. COPSE reviews and approves university and college programs, advises the Manitoba government on policy, and promotes fiscal responsibility and accountability in the post-secondary education system.

COPSE allocates funds to Manitoba's seven public post-secondary institutions:
- University of Manitoba
- University of Winnipeg
- Brandon University
- Red River College
- Assiniboine Community College
- University College of the North
- Université de Saint-Boniface (including École technique et professionnelle)

COPSE also provides grants to:
- Canadian Mennonite University
- some private religious institutions
    - Steinbach Bible College
    - Providence University College and Seminary
    - William and Catherine Booth University College

In 2013/14 at the universities, there were 44,313 undergraduate and graduate (combined) students enrolled in Regular Session. For 2012/13, 16,773 students were enrolled at colleges. College enrolment numbers for 2013/14 will be available in the fall of 2014. Total funding for post-secondary education in Manitoba was $ 648.7 million.

Manitoba Student Aid (MSA) provides supplemental financing to students who might not be able to afford a post-secondary education on their own. MSA administers the Canada Student Loans Program (CSLP) and the Manitoba Student Aid Program, offering a variety of loans, grants and bursaries as well as other targeted support.

MSA support is available to qualifying Manitoba residents studying both inside and outside of the province at designated institutions. Students are individually assessed to determine their financial need as well as their eligibility for the various supports provided by MSA.

In the 2013/14 program year, MSA provided $31.7 million in provincial loans and $18.7 million in provincial grants and bursaries to approximately 11,000 Manitoba students. Approximately 14,000 applications for Canada Student Loans and Manitoba Student Loans were processed in 2013/14.

MSA also administers *The Private Vocational Institutions Act* and Regulations, through the Private Vocational Institutions (PVI) Office. The PVI Office provides consumer protection by registering PVIs in the province and monitoring institutions for compliance.

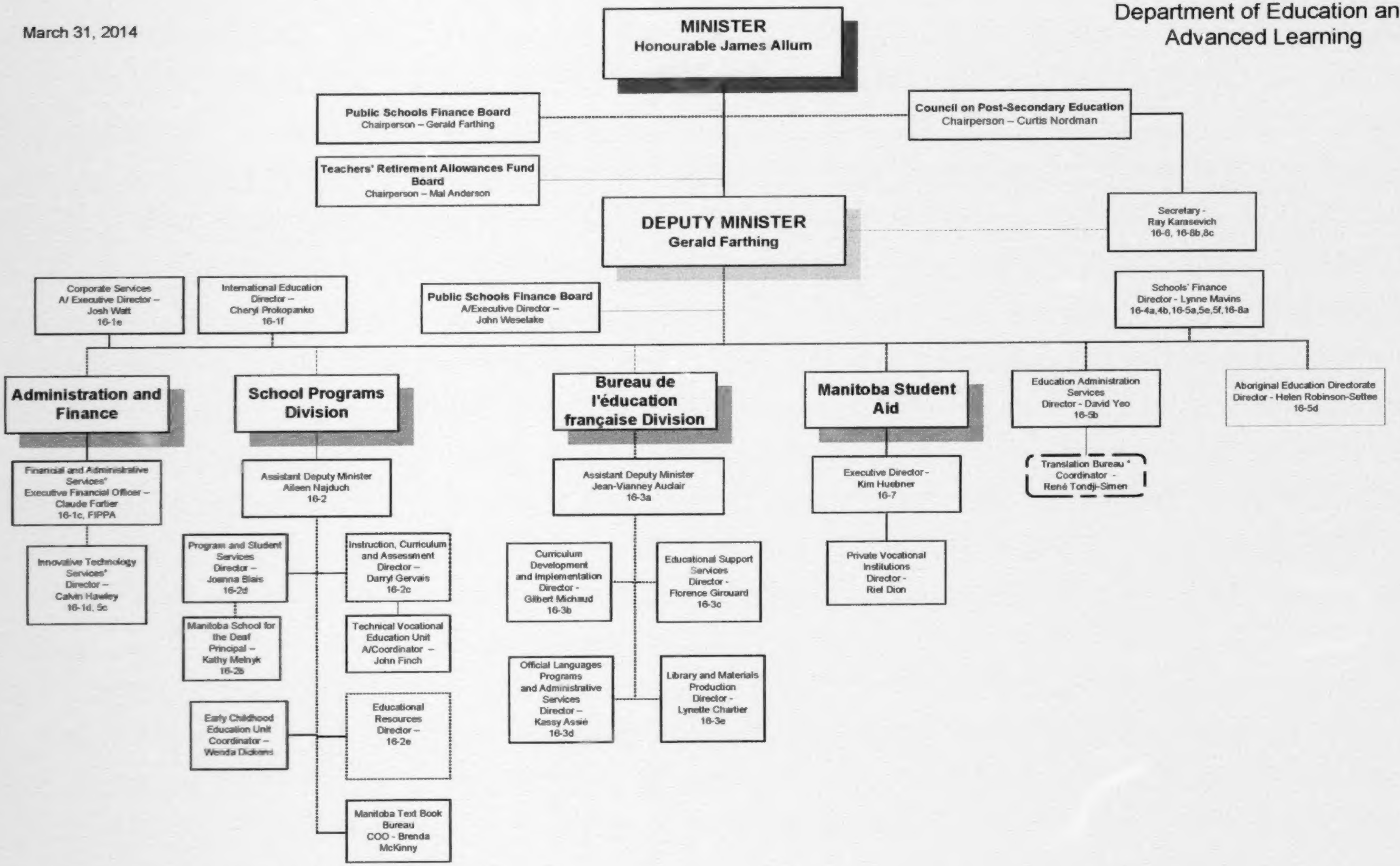
IV. International Education

International students are key to Manitoba's efforts to promote a socially and culturally diverse learning environment. International students also make significant economic contributions to the province.

2012 data indicates there are over 7,200 international students in Manitoba, 6,000 of them post-secondary, primarily from China, India, Brazil, and Mexico. The economic impact of these international students to the Manitoba economy is over $229 million and 1,640 jobs.

March 31, 2014

Department of Education and Advanced Learning



MINISTER
Honourable James Allum

Public Schools Finance Board
Chairperson – Gerald Farthing

Teachers' Retirement Allowances Fund Board
Chairperson – Mal Anderson

Council on Post-Secondary Education
Chairperson – Curtis Nordman

Secretary -
Ray Karasevich
16-6, 16-8b,8c

DEPUTY MINISTER
Gerald Farthing

Corporate Services
A/ Executive Director –
Josh Watt
16-1e

International Education
Director –
Cheryl Prokopanko
16-1f

Public Schools Finance Board
A/Executive Director –
John Weselake

Schools' Finance
Director - Lynne Mavins
16-4a,4b,16-5a,5e,5f,16-8a

Administration and Finance

Financial and Administrative Services*
Executive Financial Officer –
Claude Fortier
16-1c, FIPPA

Innovative Technology Services*
Director –
Calvin Hawley
16-1d, 5c

School Programs Division

Assistant Deputy Minister
Aileen Najduch
16-2

Program and Student Services
Director –
Joanna Blais
16-2d

Instruction, Curriculum and Assessment
Director –
Darryl Gervais
16-2c

Manitoba School for the Deaf
Principal –
Kathy Melnyk
16-2b

Technical Vocational Education Unit
A/Coordinator –
John Finch

Early Childhood Education Unit
Coordinator –
Wenda Dickens

Educational Resources
Director –
16-2e

Manitoba Text Book Bureau
COO - Brenda McKinny

Bureau de l'éducation française Division

Assistant Deputy Minister
Jean-Vianney Auclair
16-3a

Curriculum Development and Implementation
Director -
Gilbert Michaud
16-3b

Educational Support Services
Director -
Florence Girouard
16-3c

Official Languages Programs and Administrative Services
Director –
Kassy Assié
16-3d

Library and Materials Production
Director -
Lynette Chartier
16-3e

Manitoba Student Aid

Executive Director -
Kim Huebner
16-7

Private Vocational Institutions
Director -
Riel Dion

Education Administration Services
Director - David Yeo
16-5b

Translation Bureau *
Coordinator -
René Tondji-Simen

Aboriginal Education Directorate
Director - Helen Robinson-Settee
16-5d

*Provides services to the Department of Multiculturalism and Literacy

PART A – OPERATING EXPENSES

Administration and Finance

The Administration and Finance Division provides executive management, planning and policy, central comptrollership, and overall administrative support services to Manitoba Education and Advanced Learning (EAL) and Manitoba Multiculturalism and Literacy (MAL). In addition, it ensures the development of effective management practices related to comptrollership and human resource development.

Included in this division is the office of the Minister and the Deputy Minister, Financial and Administrative Services, Innovative Technology Services, Corporate Services and International Education.

The Administration and Finance Division maintains responsibility for management of information systems across the Department as well as the development and management of the Schools Information System.

Executive Support

This line provides the additional compensation to which individuals appointed to the Executive Council are entitled.

The Minister's and Deputy Minister's office provide educational leadership to Manitoba education systems, which ensure the provision of high quality and equitable training and education programs together with support services. In addition, administrative leadership is provided to the Department to ensure the effective and efficient co-ordination of human and financial resources.

1 (a) Minister's Salary

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	37	1.00	37	0	
Total Sub-Appropriation	**37**	**1.00**	**37**	**0**	

1 (b) Executive Support

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	946	12.00	896	50	
Other Expenditures	127		165	(38)	
Total Sub-Appropriation	**1,073**	**12.00**	**1,061**	**12**	

Financial and Administrative Services

Financial and Administrative Services provides leadership on financial and administrative matters for Manitoba Education and Advanced Learning and for Manitoba Multiculturalism and Literacy. Responsibilities include ensuring that the comptrollership functions of both departments are appropriately maintained and meet the needs for financial control, accountability, and the reporting, safeguarding and protection of financial and physical assets. The Branch also provides comprehensive support services in assessing resource requirements and allocations to programs and branches, including direction and support in financial and business planning, reporting, monitoring and control policies, processes and procedures.

Financial management and accountability activities include: co-ordinating the annual estimates of both departments and other financial planning processes; monitoring and reporting financial performance; conducting specialized financial reviews and analyses; preparing reports to support timely financial management decisions; safeguarding physical and financial assets; and providing accounting services to the departments. The Branch's expected results include the effective and efficient operation of financial management systems, timely management decisions, as well as compliance with all financial management, financial planning and audit requirements of the Government of Manitoba.

Sustainable Development

The Branch strives to make the best use of resources, which means considering efficiency, effectiveness, concern for the environment and the well-being of staff. This includes, among other things, the replacement of paper-based reporting with electronic data collection methods, the use of recycled paper, two-sided printing, and the encouragement of professional development. The Branch works hard to minimize the use of resources through re-using and recycling paper and the increased use of automation and information technologies such as voice mail and e-mail.

1 (c) Financial and Administrative Services

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	957	12.00	939	18	
Other Expenditures	197		260	(63)	
Total Sub-Appropriation	**1,154**	**12.00**	**1,199**	**(45)**	

Innovative Technology Services

The Innovative Technology Services (ITS) Branch provides services across Manitoba Education and Advanced Learning (EAL) to improve program efficiency and accountability through the use of information technology. In addition, ITS is responsible for overseeing the departmental computing environment including information databases, customized applications and backup/recovery services for program requirements outside the scope of the managed desktop environment.

ITS supports the technology and innovation needs of Manitoba Education and Advanced Learning. The Branch offers a Project Management capability so that both business and information technology projects are conducted employing a rigorous, internationally accepted standard for the management of projects. ITS represents the department to central units such as Business Transformation and Technology.

ITS is working with EAL branches and programs on projects regarding the implementation of a model to enhance services to their clients, increase efficiency within the branches and streamline traditional paper processes.

ITS works closely with all areas within the Department and Manitoba Education, Research and Learning Information Networks (MERLIN) to provide expertise and consultation on any technology and innovation initiatives to assist in meeting the challenges, service delivery needs and business requirements of the educational community (post-secondary and K-12) serviced by the department.

ITS continues to enhance the ICT-related business capabilities of the Branch as defined by the ICT Restructuring Initiative.

Sustainable Development

ITS encourages the use of websites for the storage and dissemination of departmental forms. The Branch offers the use of conference calls to minimize travel to regularly scheduled meetings. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. ITS is working with other branches and departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

1 (d) Innovative Technology Services

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	117	2.00	200	(83)	1
Other Expenditures	117		137	(20)	
Total Sub-Appropriation	**234**	**2.00**	**337**	**(103)**	

1. *Under expenditure mainly reflects savings as a result of a vacancy.*

Corporate Services

The Corporate Services Branch supports planning and policy development, information management, cross-department collaboration, inter-governmental co-ordination and special projects for the post-secondary areas of the Department (the former Department of Advanced Education and Literacy). With the integration of the former Department of Education and several program areas under the former Department of Advanced Education and Literacy, the Corporate Services Branch will be dissolved in 2014/15, with many of its functions assumed within other areas of the Department.

Knowledge Coordination and Development

Activities in 2013/14 included leadership and support for:

- management and analysis of key data, information and knowledge
- co-ordination of key policy priorities such as Aboriginal, adult and international education
- the Provincial ALL Aboard Poverty Reduction Strategy
- implementation of recommendations arising from the Provincial Skills Summit
- review of the cross-departmental provincial dual credit initiative

Strategic Planning

Activities in 2013/14 included support to senior managers in the following areas:

- co-ordinating links to government-wide planning and supporting links to resource requirements through the estimates process
- compilation of the Advanced Education and Literacy (MAEL) Department Plan 2013-2014
- compilation of key data elements and performance indicators in support of the MAEL 2012-2013 Annual Report
- Data Management Strategy

Intergovernmental Relations

In 2013/14, staff served as the primary provincial liaison with Council of Ministers of Education Canada (CMEC) for post-secondary education. Responsibilities included support for the Minister and Deputy Minister related to Manitoba's engagement with CMEC.

- The Branch provided support for:
    - many pan-Canadian activities including education data (ex: Pan-Canadian Education Indicators, the Post-secondary Student Information System and the Program for International Assessment of Adult Competencies), post-secondary issues, literacy action plan, Aboriginal Education Action Plan and international education;
    - Canada's participation in international education conferences, meetings and activities; and
    - the further development of policy-based research across the provinces and territories.
- Branch staff prepared briefing material for the Minister and the Deputy Minister's participation in semi-annual meetings of CMEC and the Advisory Committee of Deputy Ministers of Education (ACDME).
- Staff represented Manitoba (adult learning and post-secondary education) on the Strategic Management Committee of the Canadian Education Statistics Council.

Sustainable Development

The Branch works to integrate sustainable development principles and guidelines into its regular activities. Corporate Services Branch liaises with other branches and departments on the implications of Education for Sustainable Development in Manitoba and on a pan-Canadian basis.

1 (e) Corporate Services

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	272	4.00	332	(60)	
Other Expenditures	72		109	(37)	
Total Sub-Appropriation	**344**	**4.00**	**441**	**(97)**	

International Education

The International Education Branch (IEB) serves as a first-contact for international education matters. It develops international education policy and responds to inquiries and requests from international students, institutional partners and the general public. IEB also helps co-ordinate student recruitment initiatives, provides marketing assistance and helps develop partnership strategies for the export of education services and products from Kindergarten to post-secondary.

International student enrolment has grown year after year, despite a highly competitive international environment. The estimated economic impact on Manitoba from international students is more than $153 million annually[1].

Highlights for 2013/14

On December 5, 2013, Manitoba passed the *International Education Act*. The Act makes Manitoba the first and only province with legislation and regulations specifically designed to protect the safety and welfare of international students who come to study, as well as ensuring the integrity of Manitoba institutions providing education and training to international students. In addition, the Act provides a framework and a process for designating education providers that are eligible to recruit and enroll international students under Citizenship and Immigration Canada's regulatory changes to the International Student Program.

The Act demonstrates Manitoba's commitment to fulfilling the objectives of its *International Education Strategy,* a document which outlines the government's role in helping institutions and citizens succeed in the international education marketplace.

Marketing and Promotions

IEB continues to promote Manitoba as a provider of affordable and high-quality education. Its website offers user-friendly services, including news, events and travel applications. The site not only targets international students, but also provides information on international education opportunities for Canadian students, faculty, international education administrators and the public. The IEB created marketing brochures in various languages (English, French, Mandarin, Portuguese and Spanish) aimed at enhancing Manitoba's presence in target international markets.

In 2013/14, IEB co-ordinated missions to India (January 2013), Mexico (February 2013, February 2014), Brazil-Uruguay-Paraguay-Argentina (September 2013) and upcoming missions to Brazil (September 2014) and the Council of the Federation's Mission to China (October 2014).

Affiliated Schools

IEB analyzes proposals to establish overseas Manitoba-affiliated schools that employ Manitoba teachers to teach the Manitoba curriculum, and Manitoba principals who supervise the accumulation of credits resulting in a Manitoba Grade 12 diploma for successful overseas students. Manitoba has established five affiliated schools: two in China and one each in Egypt, Bangladesh and Thailand. Manitoba continues to review new proposals for affiliated schools on a regular basis.

Collaboration on International Education

In 2013/2014 the IEB worked with Citizenship and Immigration Canada (CIC) on changes to the International Student Program, which expects to reduce fraud and improve program integrity. The changes will improve information-sharing, data collection, communication within CIC and between CIC and provinces and territories (P/T). The new regulations will limit the provision of study permits to international students attending designated educational institutions (foreign nationals attending educational institutions not on the list would enter Canada under a visitor visa). The *International Education Act* addresses the issue of designating educational institutions eligible to enrol international students.

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[1] Department of Foreign Affairs and International Trade's report on the Economic Impact of International Education in Canada, May 2012 update: http://www.international.gc.ca/education/assets/pdfs/economic_impact_en.pdf

As part of Manitoba's *International Education Act*, educational institutions must follow a Code of Practice and Conduct, as well as to comply with CIC's regulatory changes.

Under the Council of Ministers of Education Canada (CMEC), Manitoba participates in discussions with provinces, territories and the federal government on co-ordinating pan-Canadian efforts to promote Canada as an international destination for education. IEB is the P/T co-chair of the Federal/Provincial/Territorial Working Group on Agents, and a member of other working groups - EduCanada Imagine Brand, the International Students Program, the International Education Week Committee, the P/T Overseas Schools and the International Education Strategy.

Capacity Building

IEB's efforts to build provincial capacity for international education continue. The Branch held meetings, presentations, and consultations with Manitoba education institutions to provide information on the international education field. Work on expanding institutional capacity continues through professional development sessions on gaining expertise in the field, such as seminars on CIC changes to immigration issues. IEB supports the local Manitoba Council on International Education (MCIE) and continues to discuss best practices in international student services and recruitment and student recruitment agents.

Efforts to build international education capacity in Manitoba continue to succeed, as each year more institutions become involved in international programming and more international students come to Manitoba. Over the last decade, Manitoba has experienced consistent growth in international student enrollment. Between 2002 and 2012, total international student enrollment virtually doubled, increasing from 3,726 to more than 7,200 students at the elementary, secondary and post-secondary levels. In 2012, Manitoba's universities comprised 69% of total international student enrollment. The largest source countries for all international students to Manitoba have been the People's Republic of China, followed by India, Nigeria and the South Korea.

Sustainable Development

IEB's work in community economic development continues. The Branch established a formal sustainable development action plan, largely focused around administrative activities. The results showed a more efficient use of paper, a decrease in the use of disposable cups and cutlery, more electronic transmission and storage of documents and a greater use of local service providers, when practical.

1 (f) International Education

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	258	2.00	192	66	
Other Expenditures	128		152	(24)	
Total Sub-Appropriation	**386**	**2.00**	**344**	**42**	

School Programs

The mandate of the School Programs Division (SPD) is to provide leadership and support for Manitoba's Early Childhood and K-12 educational system through the development and implementation of a policy and program framework for the school system.

This mandate is achieved through the work of the Division Administration office; Manitoba School for the Deaf; Instruction, Curriculum and Assessment Branch; Program and Student Services Branch; Educational Resources Branch; and the Manitoba Text Book Bureau.

Division Administration

The Division Administration office provides leadership respecting the development, implementation and review of policy and programs. The activities of the office include the co-ordination of policy, program, and budget development and implementation; facilitation of intra-divisional and inter-departmental linkages; collection and analysis of information in support of departmental and divisional priorities and goals; co-ordination of human resource development initiatives; provision of dispute resolution co-ordination regarding Appropriate Educational Programming; and ensuring ongoing communication and collaboration with educators, parents and the community.

The accomplishments of the Division are presented on a branch-by-branch basis.

2 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	289	4.00	330	(41)	
Other Expenditures	62		70	(8)	
Total Sub-Appropriation	**351**	**4.00**	**400**	**(49)**	

Manitoba School for the Deaf

The Manitoba School for the Deaf (MSD) is part of the Deaf and Hard of Hearing (DHH) Unit, Program and Student Services Branch, which provides support to over 400 DHH students both in the school and throughout the province. Eligible DHH students who can attend public schools in Manitoba can also attend MSD. Additionally, MSD programming is accessed by families who live in First Nations Communities in collaboration with the Education Authority and the federal government. Some staff time is assigned to outreach or consultative support, traveling to various locations in the province as specialized resource personnel. Teachers and educational assistants provide on-site educational programming using the Manitoba provincial curriculum leading to a Manitoba diploma. The MSD Junior K-12 program serves students who are DHH in an American Sign Language (ASL) – English bilingual/bicultural environment. Since 2011/12, MSD has also offered Junior Kindergarten – Grade 1 early language intervention using a Bilingual-Bimodal approach. This early intervention gives students the opportunity to develop both spoken English and ASL to build a strong language base.

The focus during the 2013/14 school year included continuing implementation of outreach initiatives to provide specialized support for students who are DHH to school divisions throughout the province; continuing the Home Stay program as a residential option for students living outside of Winnipeg; enhancing ASL and spoken language proficiency through the Bilingual-Bimodal early years classrooms; strengthening the work placement/life skills high school programs; maintaining strong community partnerships; and increasing access for students, their parents and teachers in rural and northern school divisions. MSD also has a partnership with the Toyohashi School for the Deaf in Japan and participates in regular student exchange visits. A group of three MSD students and two staff members is scheduled to visit Toyahashi School in October 2014.

The Outreach Team members and resource staff at MSD provide specialized services including teacher of the DHH, psychology, social work, audiology, speech language pathology, reading, guidance, ASL specialist, spoken language specialist and ELA support for students who are DHH and attending schools in their home community. Spoken Language Consultants were recently added to this team and they will provide support to students who receive Auditory Verbal Therapy and/or require intensive spoken language support.

As of September 30, 2013, 59 students (including 5 hearing students in the Bilingual-Bimodal classroom) were enrolled at MSD. One student lived in a home environment as part of the Home Stay program during the week while attending school and then traveled home on weekends and holidays. Some of the ongoing school-based highlights include the Robotics Club, the Drumming Club, gardening, mime, sports intramurals and numerous Student Parliament activities. Parents are involved through many activities including Greet the Teacher Night, the holiday concert, regular parent-teacher meetings and Advisory Council for Student Leadership (ACSL) meetings.

Sustainable Development

The MSD has continued its designation as an Environmental Green School through ongoing efforts in environmental awareness and recycling projects. The school houses a video conferencing classroom, which allows the Branch to consciously reduce its carbon footprint by reducing travel and still maintaining contact with schools. The video conferencing capabilities have allowed "face-to-face" meetings without the travel requirement. School divisions have opted to have staff participate in learning opportunities such as ASL training using video conferencing with the advantage of enabling more participants, reducing costs and reducing travel. DHH students from Winkler and Minetonas have participated in classes at MSD through the video conferencing system. In addition, the Branch is maintaining contact with schools through D-Link technology and a video phone booth, which allows "one-to-one" communication with the added benefit of being accessible for students and staff within the Branch who are Deaf.

During the past year, the school continued to increase recycling opportunities at all school levels. MSD implemented waste reduction activities in co-operation with Waste Stream Services.

Key Accomplishments

- Continued partnerships with St. James - Assiniboia School Division that includes: MSD students attending classes that are not offered at MSD with the support of an ASL-English interpreter; sharing a psychologist position; offering ASL classes for credit for St. James-Assiniboia students; and sharing facilities (such as the gymnasium).
- Year three of the Bilingual-Bimodal classroom where three classes of DHH and hearing children attend junior kindergarten, kindergarten and Grade 1 programs. The students are given access to ASL and spoken language for instruction. This will allow the school to offer a range of supports and is in response to the growing trend to have young children receive cochlear implants and develop spoken language and ASL skills.
- Continued improvement to specialized language supports where students receive specialized programming in ASL and English.
- Continued use of a film studio to enhance student work and creativity.
- Enhanced work experience programming for high school students.

- Enhanced Public Relations continue through networking days, which are hosted at MSD and provide the opportunity for students, parents, resource teachers, interpreters, and other school staff members to attend professional development opportunities, to socialize with others in the field and to become familiar with MSD and its educational program.
- Continued partnership with the Society for Manitobans with Disabilities (SMD) in hosting the annual ASL Immersion which runs for a week in the summer.
- Continued partnership with Toyohashi School for the Deaf in Japan, which allows exchange visits for staff members and students.
- Focus on research – staff at MSD participate in the Cochlear Implant Research network and are maintaining data on the outcomes of students in the Bilingual-Bimodal programs.
- Continued staff development with a priority of building strong skills for staff who teach students at MSD, and expanding approaches to be responsive to students with a wide range of educational and communication needs. This includes responding to the needs of students who will have cochlear implants, those who are new Canadians and those who have multiple coexisting needs.
- Partnership with the University of Manitoba in the 'one time offering' of a Post-Baccalaureate Diploma in Education specialty in DHH Education for teachers in Manitoba.
- Hosting numerous practicum for student-teachers, interpreters and educational assistants.

New Initiatives

- Exploration of improving fiscal responsibility and educational opportunities for students through moving MSD into a hearing school or schools within a school division in Winnipeg.
- Over the coming year consultation with parents and key partners (school divisions, the University of Manitoba, SMD and the Central Speech and Hearing Clinic (CSHC)) will continue. The future direction of educational programming at MSD will continue to be responsive to the changing expectations of families while maintaining the support needed for Deaf students who learn best in an ASL environment or with ASL support.

2 (b) Manitoba School for the Deaf

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	3,211	44.85	3,202	9	
Other Expenditures	351		383	(32)	
Total Sub-Appropriation	**3,562**	**44.85**	**3,585**	**(23)**	

Instruction, Curriculum and Assessment

The mandate of the Instruction, Curriculum and Assessment Branch (ICAB) is to articulate the K-12 English program framework that is the basis of teaching, learning and assessment in Manitoba schools and to support its implementation. Branch activities support the Mission, Vision, Mandate, and Priority Action Areas.

Organization of the Instruction, Curriculum and Assessment Branch

The Branch's mandate is accomplished through the work of the following eight units:

- Development Unit
- Learning Resources Unit
- Assessment Unit
- Learning Support and Technology Unit

- Distance Learning Unit
- Finance and Administration Unit
- Independent Education Unit
- Early Childhood Education Unit

- **The Development Unit (DU)** is responsible for the development and implementation of provincial curricula for the English and Senior Years Technology Education programs, including curricula for compulsory and optional subject areas. In addition, the Unit develops distance learning courses for Senior Years. The Unit also serves educators, the public and government by providing expert advice and services in the areas of curriculum development, curriculum implementation and cross-curricular initiatives. The Unit supports projects in assessment and learning technologies by providing curriculum connections. Responsibilities also include planning and delivery of curriculum-related professional learning opportunities. The Unit provides service to the field on questions related to school programs and policies, and registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs). The Unit supports school divisions in evaluating and monitoring categorical grants as well as proposal-based grants in various curricula areas.

- **The Learning Resources Unit (LRU)** is responsible for identifying quality learning resources that support teaching of the Manitoba curriculum. Lists of approved learning resources and accompanying bibliographic information are made available to educators and the Manitoba Text Book Bureau. Additional responsibilities include liaising with publishers, publishing associations, distributors and the Manitoba Text Book Bureau to ensure that producers and distributors are kept aware of Manitoba Education and Advanced Learning's curricular expectations. The Unit also supports the Career Development tool known as Career Cruising.

- **The Assessment Unit (AU)** is responsible for the collaborative development and implementation of provincial classroom-based assessment policies at Grades 3, 7 and 8, the development and implementation of the Grade 12 provincial testing program (English Language Arts and Mathematics for all school programs) and the development and implementation of the provincial report card [in collaboration with the Bureau de l'éducation française (BEF)]. The Unit also serves educators, the public and government by: providing expert advice and services in the areas of assessment and evaluation, research, statistics and interpretation of educational assessment data and reports; supporting and co-ordinating professional learning opportunities within and outside of the Department and government; and publishing assessment data. Staff from the Unit co-ordinate Manitoba's participation in national and international assessment programs.

- **The Learning Support and Technology Unit (LSTU)** is responsible for providing leadership and support to curriculum consultants, classroom teachers, educational communities and stakeholders in the integration of cross-curricular skills, knowledge, attitudes, technologies and essential learning that will help engage and prepare students to be contributing members of their local and global communities. LSTU leads and supports initiatives and curriculum development in the areas of Business and Marketing Education, Career Development, Education for Sustainable Development, Literacy with ICT (LwICT) across the Curriculum, Multilevel Education, Middle Years Education, Senior Years Education, Senior Years ICT and Student Success. Staff in LSTU develop web-based courses (WBC) and support the staff at the Distance Learning Unit in the implementation of WBC. LSTU also oversees and promotes technology education and career-based education. Technology Education includes programming in the areas of Industrial Arts, Human Ecology, Business and Marketing Education as well as Technical Vocational Education (TVE). This area includes the evaluation of applications for equipment upgrade funding, the Skill Build program, unit-credit support and program funding, providing direct support to school divisions and the Public Schools Finance Board (PSFB) regarding technology education facility renovations and new establishments along with supporting Apprenticeship in High Schools, Education for Sustainable Development/the Green Economy, TVE in the North, and Articulation/Accreditation of programs and Transfer Credits. LSTU also supports school divisions in implementing, monitoring and evaluating categorical grants.

- **The Distance Learning Unit (DLU)** provides distance learning opportunities for students, including issuing senior years credits and issuing diplomas. Compulsory and optional courses are available in print, audio conference or online format. The Unit provides direct service to students and collaborates with school divisions and other educational stakeholders to ensure that all Manitoba students have access to quality distance learning offerings that meet their needs.

- **The Finance and Administration Unit (FAU)** provides financial management services to the Branch and co-ordinates reporting processes in response to government requirements.

- **The Independent Education Unit (IEU)** is responsible for ensuring that students enrolled in funded and non-funded independent schools, and students who are home-schooled, receive an education equivalent to that of students enrolled in public schools. The Unit monitors and supports independent and affiliated overseas schools, and processes and reviews home-schooling notification forms and progress reports. The Unit responds to inquiries regarding independent education and facilitates ongoing communication with department staff, organizations, independent schools, school divisions, Hutterian communities and overseas affiliated schools. In addition, the Unit provides service to the field on questions related to graduation requirements, liaises with the Manitoba Association of Parent Councils (MAPC), and provides support to initiatives focused on achievement of students in low-income communities.

- **The Early Childhood Education Unit (ECEU)** promotes and supports early childhood education in the public school system. The Unit collaborates with school divisions, other government departments, educational stakeholder groups and parents to promote developmentally-appropriate practices that help children to be successful when they enter school. ECEU supports school divisions in evaluating and monitoring categorical grants, and is responsible for co-ordinating the categorical grants process. The Unit also provides support and briefings to the Deputy Minister and Minister related to Manitoba's activities in the Council of Ministers of Education, Canada (CMEC); co-ordinates the collection and dissemination of provincial education data and statistics for federal data collections; and provides research and statistical analysis support to the Department and school divisions upon request.

The following information highlights the major activities of these units within ICAB.

Curriculum Activities:

Arts Education

- Drafts of Grades 9-12 Dance, Drama, Music and Visual Arts Curriculum Frameworks of Outcomes were completed. Voluntary implementation of Grades 9-12 Arts Education courses took place during the 2013/14 school year. Province-wide implementation will occur in September 2015.

Career Development/Technical Vocational/Business

- Oversaw Middle Years Life/Work Exploration Categorical Grant provided to all school divisions for programming directed at career development and career exploration activities in Grades 5-8.

- Two Independent Study Option Business and Marketing Education courses were completed–Grade 9 Futures in Business and Grade 10 Start your Own Business.
- Final curriculum for the following TVE subject areas were completed and implemented in Manitoba schools in September 2013: Baking and the Pastry Arts, Welding Technology, Esthetics (comprised of Nail Technology and Skin Care Technology), Heavy Duty Equipment Technician, Machining Technology, Aviation and Aerospace Technologies, Aircraft Maintenance Technology, Refrigeration and Air Conditioning, Dental Assisting, Dental Technology, Horticulture, Jewellery and Metalsmithing, and Plumbing and Pipe Trades. Development teams have completed their drafts of frameworks of outcomes for the following subject areas: Automotive Technology and Esthetics (changes needed due to changes in the apprenticeship requirements). These curricula will be implemented in September 2014.

English as an Additional Language

- Minor revisions to planning sections in the Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language/Literacy, Academics and Language (EAL/LAL) Programming continued in order to maintain consistency with other department documents related to student-specific planning. Several professional learning sessions related to its implementation were held across the province.
- An Early Years EAL teacher support document is in development.
- Two Senior Years courses for Literacy, Academics, and Language (LAL) are in pilot with schools who participated in the development.
- A Senior Years course for Stages 1-2 (Beginner) EAL learners is in revision.
- Work was done with BEF and the Division scolaire franco-manitobaine (DSFM) to support development of programming and curriculum for immigrant students in Français programs who also need to learn English.
- Professional learning specifically focused on EAL students in Early and Middle Years classrooms and Senior Years content classes, especially in the area of academic language and literacy was provided, as well as sessions for new classroom teachers.

English Language Arts/Literacy

- Revision to Kindergarten to Grade 12 English Language Arts curricula began with consultations with stakeholders.
- Developed a *Reading is Thinking* framework to provide opportunities for students to acquire optional credits in Grades 9 -11. This framework was made available to Manitoba schools in September 2013. The framework is designed to support educators in addressing the literacy learning needs of students in senior years, so that students can develop the necessary attitudes, knowledge, skills and strategies to be successful in their learning across high school curriculum areas.
- Completed a three year pilot project of Reading Apprenticeship and prepared for a multifaceted provincial implementation.

International and Aboriginal Languages

- Continued to support the accord with The River East Transcona School Division and the Government of Germany to place a German Language Support teacher from Germany in Manitoba to support German language education.
- Supported annual in-services for teachers of German and Ukrainian.
- Developed a support document on the recognition of external language credentials and distributed it to the field.
- Collaborated with educators in the field on Manitoba Curriculum Framework of Outcomes document for Aboriginal Languages.

Locally Developed Curricula

- Approximately 900 School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) were received and registered.
- Provided consultation and guidance to schools in the preparation of locally-developed curricula.

Mathematics

- As part of ongoing efforts to improve the quality of math education in Manitoba, changes to the Kindergarten to Grade 8 mathematics curriculum have been made to reinforce the importance of conceptual understanding, procedural thinking, problem solving, and to clarify grade-level expectations. Kindergarten to Grade 8 mathematics curriculum was revised and implemented in September 2013.
- The Mathematics Education Advisory Committee continued discussions and drafted a priorities document for consideration by the Department.
- School division numeracy leaders attended a two-day workshop and follow-up webinar on leadership. They used this information to facilitate implementation of the revised Kindergarten to Grade 8 mathematics curriculum.

Science

- The Science Safety Document was revised and delivered to schools in March 2014.
- Renovations of science labs announced in the Science Education Action Plan have continued throughout the province. Curriculum consultants worked with the Public Schools Finance Board (PSFB) reviewing blueprints, making recommendations on new lab designs and consulting schools on purchasing of enriching, engaging technologies for science education.

Social Studies/Aboriginal Perspectives/Religious Perspectives

- Development continued on the optional Grade 12 course *Cinema as a Witness to History*.
- System-wide implementation of the Grade 12 *Global Issues: Citizenship and Sustainability* occurred in September 2013.
- The integration of Geographic Information Systems (GIS) software into the Manitoba curriculum and support for teachers to use the software continued as a Social Studies priority in both French and English.
- Workshops related to Aboriginal Perspectives were conducted:
  - *Grade 12 Current Topics in FNMI Studies*
  - *From Apology to Reconciliation*
  - Sustainability and Social Justice
  - Presentation on Aboriginal Perspectives to Aboriginal Academic Achievement (AAA) teachers
- Development of an optional Grade 12 course titled *An Exploration of the Diversity of Religious Perspectives* continued. The development of a complementary document, *Educators' Guide to Accommodating Religious Diversity in Schools* was launched.
- Provided Leadership to and co-ordination of the Manitoba UNESCO Associated Schools Project Network.

Learning Resources

- Evaluated and recommended resources for Music Grades 9-12, Visual Arts Grades 9-12, Drama Grades 9-12, Dance Grades 9-12, Aboriginal Residential Schools Senior Years, Carpentry, Culinary Arts, Baking and Pastry Arts, Science Grade 7 and Physical Education.
- Planned and hosted a Publishers Meeting for representatives from publishing houses from across Canada to display and discuss learning resources with ICAB staff members.

Assessment Activities:

- Provided ongoing support for the provincial report card, including by-request professional learning and ongoing review and updating of the policy and support document and a business rules document.
- Provided professional learning to teachers, schools and divisions on the Grade 3 and 4 Assessment in reading and numeracy, and the Middle Years Assessment in mathematics, engagement with school, reading and writing. This included ongoing support to the Manitoba First Nations Education Research Centre to assist with the implementation of these provincial assessments in First Nations schools.
- Developed and administered provincial tests in Grade 12 English Language Arts and in Grade 12 Pre-Calculus Mathematics/Mathématiques pré-calcul, Applied Mathematics/Mathématiques appliqués, and Essential Mathematics/*Mathématiques au quotidien* in June 2013 and January 2014.
- Provided statistical and research support in relation to results from national and international assessments.
- The PCAP (Pan-Canadian Assessment Program) assessment was administered in 171 schools in Manitoba in the Spring of 2013.
- Preparation was carried out for Manitoba's participation in field trials for PISA (Programme for International Student Assessment) and for TIMSS (Trends in International Mathematics and Science Study), both of which took place in the Spring of 2014.
- Represented the Department at the national level in relation to the co-ordination of national and international assessments.
- In collaboration with the BEF, summarized and communicated assessment and provincial test results with school divisions to enable local planning in support of student success.
- The Unit, in collaboration with the BEF, supported schools in using web-based applications for communicating assessment results and for registering students for Grade 12 provincial tests by offering a Help Desk service.

Learning Support and Technology Activities:

- Co-ordinated projects that focus on engaging students in learning experiences related to student achievement of curricular outcomes, while ensuring that they also develop the ability to think critically, creatively and ethically with information and communication technology as identified in Literacy with ICT Across the Curriculum (2006).
- Worked with a committee of educators from across the province on refreshing the Literacy with ICT Continuum.
- Media Literacy Week is an annual event promoted by the Media Awareness Network and the Canadian Teachers' Federation (CTF). Manitoba Education and Advanced Learning has been a collaborator in partnership with the Manitoba Teachers' Society (MTS) and the Manitoba Association for Computing Educators (ManACE) to plan events for Manitoba K-12 educators and students to learn about media literacy issues while celebrating Media Literacy Week in Manitoba.
- IGNITE is a partnership between IBM and Manitoba Education and Advanced Learning and its purpose is to IGNite student Interest in Technology and Engineering (IGNITE). Professional learning on how to facilitate an IGNITE Camp has been provided to over 75 teachers from both rural and urban school divisions. More than 100 IGNITE Camps were held across the province.
- Online Professional Learning opportunities were designed and provided to educators at a distance, using a variety of information and communication technologies. Methodologies such as video streaming, web conferencing and other online tools were explored to extend the learning and communication following face to face sessions.
- After a successful pilot for the *Tell Them From Me* (TTFM) online student survey in 2012, the Department of Education and Advanced Learning entered into a 3-year contract with the Learning Bar (TLB), creator of TTFM. To support the anti-bullying initiative, TTFM allows schools to gather data related to bullying and school safety. The first year of implementation,

2013/14, included 84,000 students from Grades 4 to 12 from 525 schools. The Department is gathering a provincial roll-up of data regarding the prevalence of bullying and working with school divisions to implement strategies that the data shows are making schools safer. In partnership with the Canadian Centre for Child Protection, Safe Schools Manitoba, and TLB, the Department hosted a second Safe and Caring Schools Leadership Forum on May 9, 2014.

- Web-Based Courses in development in 2013/14 included: Intro Pre-Calculus Math (30S); Global Issues: Citizenship and Sustainability (40S); Chemistry (30S); and Law (40S). Part of the development process includes updating new and current courses to meet new HTML and accessibility standards.
- Supported the implementation of designated Attendance and Categorical Grants.

Distance Learning Activities:

- Provided distance learning opportunities for learners and professional learning, resources and support to educators and school/division administration.
- Independent Study Option (ISO) enrolment statistics for April 1, 2013 to March 31, 2014 totaled 2,751, with the majority of students from rural Manitoba. ISO provides students with access to a variety of senior years' print-based distance learning courses that allow them to be eligible to attain their Manitoba High School or Mature Student Diploma and/or to continue into post-secondary education.
- ISO courses are also sold to Manitoba teachers as curriculum-based reference materials with 1,630 copies distributed throughout the province in the past year.
- The Teacher Mediated Option (TMO) Consortium, consisting of eight superintendents from various rural school divisions, partnered with the Department to assist in the administration and management of the TMO Program.
- The TMO provided 385 course registrations from 21 schools and 9 divisions with access to 21 Grade 9 through 12 courses in 2013/14 using teleconferencing technologies to attain course credits towards their Manitoba High School Diploma.
- There are currently 43 web-based course masters available online. Three revised web-based courses were released in 2013/14, one new course was released, and development work continues on five other courses. Several initiatives have been undertaken to enhance WBC development, including consultations with assessment consultants, subject matter consultants and web-based teachers, exploration of new strategies for course design and field validation of new courses prior to full release.
- There were a total of approximately 120 teachers trained in the use of the Blackboard Learning Management System, including the pedagogy of online learning between April 1, 2013 and June 12, 2014. Since January 2013, there were approximately 2,000 requests from teachers to access courses or add students and 10,000 users (students, teachers and administration) have accessed the system at least once.
- Virtual Collegiates – 3 year implementation: One partner, MFNERC (Wapaskwa Virtual Collegiate), has signed a Memorandum of Understanding (MOU) with Manitoba Education and Advanced Learning, and received a school code to operate as a virtual collegiate. A second MOU with InForMNet (The Pembina Trails and St. James-Assiniboia School Divisions) is pending. The MOU attempts to: ensure consistency and quality of instruction; protect integrity of Manitoba credits and diplomas granted; clarify responsibilities in assessing and reporting; establish and maintain relationships to existing schools; keep the best interests of our students as the priority. The MOU does allow the virtual collegiate (in specified circumstances) to: directly enroll students, grant credits, issue diplomas, charge fees for the delivery of a course.

Independent Education Activities:

- Responded to a broad range of questions related to independent education from parents, department staff, organizations, schools and school divisions.

- Monitored 59 funded independent schools, 46 non-funded independent schools and 8 affiliated and candidate overseas schools in China, South Korea, Japan, Thailand, Bangladesh, Egypt and Ghana with respect to compliance with administrative and program requirements. On-going support was provided including matters related to administration, governance, curriculum, resources, instruction and assessment.
- Initiated and responded to requests for professional learning opportunities for teachers, administrators, parents and school boards.
- Collaborated with International Education Branch to develop, review, and revise Memorandums of Understanding for proposed and current affiliated overseas schools.
- Received and evaluated educational plans and reports from the families of 3,200 home schooled students, liaised with homeschooling families and visited home schools as necessary.
- Liaised with community organizations (ex: Manitoba Federation of Independent Schools, the Archdiocese of Winnipeg Catholic Schools, the Archdiocese of St. Boniface, the Ukrainian Archeparchy of Winnipeg Catholic Schools, the Manitoba Association of Christian Home Schools, the Westman Homeschool Connection and the Manitoba Association of Schooling at Home).
- Liaised with Hutterian communities and school divisions on issues concerning the education of Hutterian students.
- Responded to queries related to graduation requirements, the mature student diploma, out-of-province credit transfer, substitution of credits, and Advanced Placement and International Baccalaureate programs.
- Liaised with the Manitoba Association of Parent Councils (MAPC).
- Monitored funding agreements that support initiatives focused on achievement of students in low-income communities.

Early Childhood Education Activities:

- Promoted and supported early childhood education through increased inter-departmental collaboration, increased support for and the monitoring of the Early Literacy Initiative (ELI) and Early Childhood Development Initiative (ECDI) categorical grants, and the promotion of developmentally appropriate practices.
- Worked with other government branches, departments and external education agencies and organizations to share information and collaborate in the area of early childhood development. Collaborated with Healthy Child Manitoba and Manitoba Early Learning and Child Care on the support document *Early Learning: Birth to Six.* Worked with the Instructional Resource Unit to identify Early Childhood Education resources for the Education Library. Worked with the Manitoba First Nations Education Resource Centre (MFNERC) to strengthen Early Literacy instruction in First Nations schools.
- Represented Manitoba Education and Advanced Learning on the Healthy Child Provincial Advisory Committee and acted as the Department contact for the implementation of the Early Development Instrument (EDI), and other early childhood-focused committees and initiatives.
- Provided support to school divisions to strengthen school teams in Early Literacy. Meetings were held in school divisions providing Reading Recovery and in divisions with other forms of Early Literacy Intervention. Consultants provided guidance to school divisions initiating local research projects in literacy development in Kindergarten, Grades 1 and 2, as well as assistance in research design and analysis. Staff provided support for assessment and instructional planning for children in Early Years (K-4) having difficulty with literacy, and assisted some divisions with the development of specific literacy plans.
- Assisted teachers with student engagement in writing. Co-ordinated an embedded professional development series (Regie Routman in Residence) in writing instruction, expanding the project to an additional 15 schools.
- Worked with some school divisions' ECDI teams to help with interpreting their Early Development Instrument results to assist in planning for the divisions' early childhood development initiatives.

- Continued to work on a Kindergarten support document that promotes play-based developmentally appropriate practices in Kindergarten classrooms.
- Developed and presented workshops on Developmentally Appropriate Programming (*A, B, Cs and 1, 2, 3s of DAP)*, and the Importance of Play (*Remembering to Play)* for parent audiences, and a workshop on *Integrating Literacy into play-based classrooms* (Growing *Readers and Writers*).
- Hosted a full-day in-service for over 200 teachers, administrators, trustees, early childhood educators and child care centre directors called *Taking Kindergarten into Nature* with speakers from BC's Sooke Valley School Division and local nature enthusiasts.
- Provided support to the Deputy Minister and Minister related to Manitoba's activities in the CMEC through their role as provincial advisor. The advisor sits on various committees related to educational data, research and statistics, and is responsible for co-ordinating the collection and dissemination of provincial education data and statistics for federal data collections.
- Provided research and statistical analysis support on specific projects (ex: Reading Apprenticeship, Student Success, report on Manitoba Mathematics Assessments) to the School Programs Division, other branches within the Department, and schools and divisions.

Field Support Activities:

- Worked with teacher implementation teams to deliver regional workshop sessions in support of Early Years, Middle Years and Senior Years mathematics; Early Years, Middle Years and Senior Years social studies; Literacy with ICT Across the Curriculum (LwICT); project-based learning; Transforming Middle Years Education in Manitoba; and oral language in Kindergarten. Branch consultants also supported implementation of the Middle Years Assessment; Grade 3 Assessment in Reading and Mathematics; and the Early Numeracy Initiative. Branch consultants supported implementation of Geographic Information Systems (GIS) software for middle and senior years schools.
- Initiated and responded to requests for professional learning opportunities for teachers, administrators and parents. These included sessions related to:
    - Curriculum (mathematics, science, social studies, arts education, English as an Additional Language, Aboriginal Languages)
    - Literacy with ICT Across the Curriculum K–12
    - Project-Based Learning
    - Literacy learning within high school disciplines (Reading Apprenticeship)
    - Making meaning of digital text
    - Planning for EAL students learning in general classrooms, subject-area classrooms and affiliated overseas schools
    - Regional *Career Cruising* training workshops. *Career Cruising* provides access to in-depth occupational information and college, university and apprenticeship information.
    - Distance learning programs and services
    - Classroom-based assessment and grading
    - Using assessment information
    - School improvement
    - Action Research methods for teachers
    - Alternative school programming for at-risk youth
    - Education for Sustainable Development
    - Differentiated Instruction
    - Student Engagement
    - Implementation of Middle Years resource *Engaging Middle Years Students in Learning; Transforming Middle Years Education in Manitoba*
    - Professional learning support was offered for Multilevel Learning
    - A Co-teaching model for Manitoba Grade 1-12 classrooms was shared through professional learning sessions (offered by LSTU and Student Services)
    - Teaching and learning through inquiry

- Copyright in a digital world, digital citizenship, social networking, electronic portfolios, mobile learning, professional learning networks
- Aboriginal awareness, anti-racism and intercultural education, international language programming, EAL programming and school and divisional literacy planning
- Treaty Education Initiative on behalf of the Treaty Relations Commission of Manitoba. The purpose of the Treaty Education Initiative is to enhance student learning by: strengthening the identities of First Nations students and building strong leaders; generating student awareness and understanding about First Nations in Manitoba, the treaty making experience, and the contemporary relevance of this enduring Treaty Relationship; and contributing to a broader understanding of what the existing core curriculum concepts of identity and citizenship mean to First Nations
- Transitioning Students between First Nations and public school systems in partnership with Manitoba First Nations Education Resource Centre
- Senior years policies and programming
- Senior Years "E" course designation
- Training for ICAB staff and outside stakeholders related to new software (especially Microsoft Office Communicator and Live Meeting) and web applications (webinar and in-person)
- Independent education in Manitoba
- Governance in independent schools for parent advisory councils
- Independent school leaders policy development
- Leadership and governance for independent school trustees
- Home schooling in Manitoba

Special Initiatives:

Safe and Caring Schools

- A successful *"Prevention of and Response to Cyberbullying"* Safe and Caring Schools Leadership Forum was held.

Provincial Report Card

- Parent-friendly report cards written in plain language and mandated for use in all public schools were provincially implemented.

Aboriginal Education

- Supported the Duty to Consult initiative, a project led by Manitoba Aboriginal and Northern Affairs (MANA), in partnership with a number of Manitoba departments.
- Supported the Advocacy and Public Information Project (APIP), initiated by the Assembly of Manitoba Chiefs (AMC) Secretariat to provide healing and reconciliation amongst youth and inter-generational survivors of residential schools.
- Supported *It's Our Time*, an initiative to develop an education toolkit intended as a resource for First Nations and non-First Nations educators and students. The proposed toolkit would provide foundational awareness of First Nations issues in Canada from a First Nations perspective. A prototype toolkit was developed by the Assembly of First Nations. Regional kits will be developed in co-ordination with the AFN. In Manitoba, the initiative is led by MANA.
- Supported the Legislative Assembly of Assiniboia (LAA) initiative. Phase One of this initiative, led by MANA, in partnership with The Manitoba Métis Federation, is to develop a resource to support teaching and learning in Social Studies about the LAA, the government formed by the Métis of Manitoba in 1870 during the Red River Resistance.
- Partnered with Manitoba First Nations Resource Centre to support schools with First Nations students transitioning from First Nations to public school systems.

Healthy and Active Living

- In the area of Physical Education/Health Education (PE/HE), partnerships on classroom resources for Life Skills Training continued. The Department has been an active partner in the development, implementation and knowledge exchange of the Youth Health Survey (YHS) with Partners in Planning for Healthy Living and CancerCare Manitoba. The Provincial Report of YHS is expected to be released in early 2014.
- Manitoba participated in the Joint Consortium for School Health and the Federal, Provincial, Territorial group on Nutrition and Education Sector (Health Canada) related to school nutrition.
- Continued working with various partner groups including: Manitoba Physical Education Supervisors Association; Manitoba Physical Education Teachers Association; Healthy Schools; Manitoba High Schools Athletic Association; Youth Suicide Prevention Committee; Partners in Planning for Healthy Living (Youth Health Survey); the Physical Activity Coalition of Manitoba; and the Sudden Cardiac Arrest Working Group.

Education for Sustainable Development (ESD)

- Continued to lead the Council of Ministers of Education, Canada (CMEC) ESD Priority Area to co-ordinate action that will support and strengthen the implementation of ESD in K-12 in all provinces and territories.
- Supported Deputy Minister, Gerald Farthing as Chair of the United Nations Economic Commission for Europe Education for Sustainable Development Steering Committee.
- Participated in the Manitoba Education for Sustainable Development Working Group (MESDWG).
- Continued to implement ESD for K-12 education by providing professional development sessions, workshops and resources for schools and school divisions and gathered information about ESD activities in the schools.
- Promoted the following areas as ESD priority actions: 1) to ensure that there is an ESD school plan in every school by 2015; 2) promote the introduction of ESD into teacher education; and 3) to re-orient technical and vocational education and training in support of sustainable development and the transition to a green economy.
- Partnered with Manitoba Hydro to provide 21 awards from 60 applications for ESD grants for the 2014/15 school year. The third Transformation Level school in Manitoba is awarded this year.
- Funded ArtsJunktion in 2013/14 to provide teacher workshops incorporating ESD.
- Continued implementation of the Eco-Globe Schools annual recognition program.
- Provided a grant to FortWhyte Alive to further integrate sustainable development into their programs and to assist teachers in finding ways to use the outdoors/natural environment as an important component of their teaching strategies.
- Identified ESD support resources and posted information on the ESD website.
- Oversaw the ESD categorical grants.
- Continued to promote the Domain Framework for Whole System Approach to ESD for school divisions in Manitoba.
- Provided support for youth involvement in ESD activities such as: Envirothon and Youth Engaging and Sustainability (YES).

Low Socio-Economic Communities Strategy (SES)

- Continued the Student Success Initiative which supports students in graduating. Elmwood High School (The Winnipeg School Division), Eriksdale School, Ashern Central School, Lundar School (The Lakeshore School Division), and Margaret Barbour Collegiate Institute (The Kelsey School Division) participated.
- Supported The Winnipeg School Division's work of an inner city educators' institute that enhances the knowledge and skills of teachers and administrators in schools in low-income neighbourhoods.

- Supported partners and stakeholders in providing summer learning loss programming, through funding to the Boys and Girls Clubs of Winnipeg, Frontier College, The Louis Riel School Division, University College of the North and The Pembina Trails School Division.
- Participated on inter-departmental groups with a focus on supporting children within low socio-economic settings, including Healthy Child, All Aboard and Neighborhoods Alive!
- Consulted with divisions and schools on issues affecting low SES schools.
- Worked with Lakeshore School Division's school reform process.
- Participated with Social Sciences and Humanities Research Council of Canada (SSHRC) Community-University Research Alliance (CURA) research project in partnership with Brandon University to support communities working to enhance outcomes for students within low socioeconomic communities.
- Participated with the Educational Equity Project Coalition (MASS, MTS, etc.) with a focus on examining the practice of school divisions around supporting low income students.
- Worked to establish a working partnership with the Child Nutrition Council around supporting child nutrition programming.

English as an Additional Language

- Supported divisions and schools, especially in rural and northern areas, in formalizing their planning and protocols for EAL and increasing local capacity for welcoming and meeting the needs of EAL learners and families.
- Clarifying the Right-to-Attend policy for newcomer families living in temporary housing has resulted in improved timely access to local schools.
- The EAL Divisional Network provides ongoing support for building divisional capacity around EAL and newcomers.
- Provided ongoing consultative support around promising practices for EAL students to schools and divisions within the Department.
- Included the EAL and newcomer perspective in broader department initiatives such as *Reading is Thinking, Reading Apprenticeship*, the Kindergarten Support Document and the attendance initiative.
- Held discussions with high schools about the effective and appropriate use of "E" designated course credits to help EAL students gain language in the content areas and transition into courses with regular designations. Consultations have also been held with high schools regarding: foundational mathematics instruction for EAL students with limited prior schooling; and ways to improve access to technical-vocational programming for EAL students.
- Worked with Schools Finance Branch on changes to the reporting of information on newcomer students to inform future planning, with expected incorporation into EIS reporting system in the fall of 2014.
- Revised the Intensive Newcomer Grant guidelines and reporting requirements to encourage a better alignment of projects with the intent of the grant.
- In collaboration with metro school divisions, provided a two-day provincial professional learning session on *Building Academic Language*.
- Participation on the Newcomer Children, Youth, and Families Interdepartmental Working Group. The interim report has identified "areas of focus and action" that the Department is taking or will take the lead on.
- Continued development of a series of newcomer parent information brochures.
- Participated in an interdepartmental working group on meeting interpreting needs within all sectors of government including Manitoba Education and Advanced Learning.

Diversity and Equity Education

- Continued the diversity and equity portal on the Manitoba Education website to promote diversity, intercultural and anti-racism education.
- Continued the renewal of the Department's *Multicultural Education Policy*, and development of an information campaign on diversity and equity.

- Continued the development of resources for educators on exploring and accommodating religious diversity.
- Continued to develop educator resources for exploring diverse families.

Middle Years Student Engagement Initiative

- Completed the *Your Child In Middle Years* parent handbook which will be available online as a support to parents of children in Grades 5-8. This resource will help parents develop a deeper understanding of the development stage of young adolescence and of ways to support their children's learning.
- A Middle Years website is in development and will provide a comprehensive list of references and links to Manitoba Middle Years resources.
- Contributed to Manitoba Middle Years Wiki at http://mystudentengagement.wikispaces.com . This website contains information about the Circle of Courage and Literacy with ICT.
- Delivered electronic Middle Years monthly updates to a network of Middle Years representatives from each school division in Manitoba in an attempt to improve communication with the field and to provide a more direct link to Middle Years educators in the schools. The Network acts as a springboard for future Middle Years initiatives and as a source of participants for the initiatives.
- Supported The Hanover School Division and The Garden Valley School Division on their implementation of the Attendance Grant.
- Provided professional learning sessions and support to schools, school divisions and stakeholder groups wishing to align more closely with Middle Years philosophy and practice.
- Provided professional learning sessions about Middle Years Engagement, Differentiated Instruction, Co-teaching, and Multilevel Learning to various urban, rural and northern school divisions.
- Oversaw the Middle Years Experiential Learning Grant and provided support to school divisions.
- Prepared a Middle Years Life/Work Exploration Grant Guidelines resource to be published online in August 2014 to support school divisions with implementation of the grant.

Technology Education (Vocational, Industrial Arts, Home Economics)

- Provided consultation services to schools and school divisions regarding the expansion and/or enhancement of technical vocational programming. Support was also provided regarding the application process for additional funding support for technical vocational equipment upgrades, demonstration projects and associated professional development initiatives.
- Provided consultation services to the Public Schools Finance Board (PSFB) and school divisions regarding technical vocational program facility planning and equipment layout and created equipment list requests for PSFB approval.
- Verified financial support for the expansion and upgrading of the final year of the Technical Vocational Equipment Grant.
- Continued a partnership between School Programs Division and the Construction Safety Association of Manitoba to investigate the opportunity to provide all Manitoba schools with access to an online Workplace Hazardous Materials Information System (WHMIS) training and certification program. Implementation schools offering the High School Apprenticeship Program have been provided access to the program, with over 64 teachers currently utilizing this online teaching/learning tool.
- Provided consultation services and programming advice to the Technical Vocational Leadership Council, which consists of principals of regional and other vocational high schools.
- Implemented the final round of the Skill Build Project in rural and northern Manitoba with the intent to link Industrial Arts and Vocational programs, where feasible, with a further option to lead student involvement in Apprenticeship.

- Collaborated and supported the implementation of the Technology Education Plan.
- Implemented the Skills Strategy Equipment Enhancement Fund.

Career Development

- Continued to sponsor the popular Take Our Kids to Work (TOKW) program for Grade 9 students.
- Participated in the Rotary Career Symposium and the Brandon Career Symposium.
- Assisted with the renewal of the contract for Career Cruising – an online career development tool for all Manitoba schools and students.

Financial Education

- Collaborated with the Canadian Foundation for Economic Education on the *Building Futures* project. *Building Futures* is intended to improve students' economic and financial knowledge and skills by integrating opportunities to learn about economics and finances within existing curriculum.

Support for the Arts

- In partnership with other government and non-government agencies, supported a number of arts-related initiatives including ArtsSmarts, Music Month and the Music for All initiative.

Special Grants

- Provided support to the field via the administration of a number of grants:
    - For schools/school divisions: Middle Years Experiential Learning Grant, Intensive Newcomer Support Grant, EAL Student Support Grant, Sustainable Development grants, Music Month grants, Early Literacy Intervention Grant, Heritage Languages Grant, Aboriginal Academic Achievement Grant, Early Childhood Development Initiative Grant, and Learning to Age 18 Coordinator Grant. A number of these grants are monitored through the Categorical Grant Review process, a three-year cycle that includes annual financial reporting and one year with written reports followed by a school division visit from the Department grant lead consultants.
- Continued funding agreements with partner organizations: Manitoba Association of Parent Councils and The Family Centre of Winnipeg.
- Collaborated and supported the School Attendance Initiative.

Intersectoral Collaboration

- Worked with other government branches, departments and external education agencies and organizations to support initiatives being implemented in several areas, including early childhood development. ICAB staff also represents the Branch on the Interdepartmental Newcomer Children, Youth, and Families working group and the Interpreter Services working group and sat on a variety of interdepartmental groups focused on supporting success within low socio-economic communities. These include: All Aboard and Neighbourhoods Alive Program Planning Committee.
- Worked with the Manitoba Museum to create a Memorandum of Understanding between the two organizations.
- Worked with the Winnipeg Art Gallery to create a Memorandum of Understanding between the two organizations.
- Staff worked with Brandon University's SSHRC CURA research project, which focuses on supporting educational success within low socio-economic communities.

2 (c) Instruction, Curriculum and Assessment

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	7,547	104.40	8,420	(873)	1
Other Expenditures	4,667		3,988	679	2
Assistance	728		651	77	
Total Sub-Appropriation	**12,942**	**104.40**	**13,059**	**(117)**	

1. *Under expenditure mainly relates to costs for secondments budgeted in Salaries but paid from Other Expenditures (16-2C-2), Voluntary Reduced Workweek (VRW) savings and vacancies.*
2. *Over expenditure mainly reflects costs for secondments budgeted in Salaries (16-2C-1) but paid from Other Expenditures.*

Program and Student Services

The mandate of the Program and Student Services Branch (PSSB) is to work inter-departmentally, with educators and with families to promote and support the effective development and implementation of provincial policies, programming and planning and priority initiatives that support the educational success for students with exceptional learning needs in the K-12 educational system in Manitoba. The Branch provides leadership within the Department in working with school divisions and communities to implement the appropriate educational regulations and standards through consultation, in-servicing and support tools. Support for the implementation of Appropriate Educational Programming, an amendment to *The Public Schools Act* and the Standards for Student Services continue to be a priority for the Student Services Unit.

The Branch is organized into three units, in addition to the Manitoba School for the Deaf (MSD), with the following functions:

- **The Student Services Unit (SSU)** provides support to school divisions and funded independent schools in the provision of appropriate educational programming. The Unit works with school divisions, community partners and partner departments to meet the needs of students who have exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health-care needs. This includes administering special needs funding to students requiring extensive support with educational programming. The Unit also provides information and assistance to school divisions, including funded independent and band-operated schools, to ensure the Department's appropriate educational programming standards, policies and guidelines are effectively implemented. The Unit facilitates a stronger link among schools, families and communities through the provision of parent-friendly support materials, information-sharing sessions for families, Northern Learning Support Center, and partnerships with organizations that provide a voice to parents in the education system. The Unit provides consultant and professional support for school divisions, school teams (support to teachers and clinicians), and direct teaching support to students who are blind or visually impaired. In collaboration with the Educational Resources Branch, the Unit provides access to special learning materials (Braille, large print, audio and electronic formats) for students who are blind or visually impaired. The Unit provides access to assistive technology to school divisions on a trial basis through the Assistive Technology Lending Library. School improvement activities are supported through school and divisional planning and the Planning in Education Initiative. The Unit also monitors accountability for special needs funding and appropriate educational programming through a Special Needs Review and Reporting Process. One of the Unit's priorities is Aboriginal family and community involvement in the education of Aboriginal students, particularly those with exceptional needs. The Unit provides additional consultative and professional support to school divisions in rural and northern Manitoba where specialist support is not easily accessed.

- **Deaf and Hard of Hearing Services Unit (DHH)** includes the Manitoba School for the Deaf (MSD) and the Consultant Outreach Team (COT). The COT provides consultative support, resources and information to school divisions and funded independent schools with respect to educational programming, standards, policies and guidelines for students who are DHH and particularly students who attend school in rural or northern Manitoba. Staff collaborate with divisions and partner organizations such as the Society for Manitobans with Disabilities (SMD) and Central Speech and Hearing Clinic (CSHC) to support students. The Unit also supports the various departmental priorities through collaboration with other departments and the MFNERC. The Unit provides support for DHH Aboriginal students who live in rural and northern communities or attend the School for the Deaf. In collaboration with Aboriginal Affairs and Northern Development Canada, the DHH Unit also supports DHH students living in First Nations Communities on a limited basis.

- **The Financial and Administration Unit** provides administrative support and financial management services to the Branch and co-ordinates reporting processes in response to government requirements. The Unit provides financial support to both the Program and Student Services Branch and the Manitoba School for the Deaf.

- **The Manitoba School for the Deaf** provides education based on the Manitoba provincial curriculum for K-12 students who are DHH in an American Sign Language (ASL)-English bilingual/bicultural environment. It also provides early years Bilingual-Bimodal (spoken English-ASL) programming. See the section on The Manitoba School for the Deaf contained within this report.

The following information highlights the major activities of the Branch and units:

Branch-wide:

- Implemented the recommendations from the Office of the Auditor General (2011). All recommendations have been implemented
- Met regularly with the Student Services Inclusive Education Advisory Committee to share information and consult on future initiatives.
- Participated in the inter-departmental initiatives related to Inclusion, Diversity, Mental Health, and Healthy Children and Youth.

Student Services Unit:

- Continued leadership role within the Department in working with school divisions and communities to implement the appropriate educational regulations and standards through consultation, in-servicing and support tools. Support for the implementation of Appropriate Educational Programming, an amendment to *The Public Schools Act* and the Standards for Student Services continue to be a priority for the Student Services Unit.
- Staff from SSU work with school divisions to ensure effective implementation of the Department's appropriate educational programming standards, policies and guidelines. This includes three review activities where 1/3 of divisions are reviewed each year:
    - Review and Reporting Process to examine appropriate educational programming standards, special needs funding, and the implementation of the Student Services Grant
    - Student Services Plan Reports to monitor special needs programming support

  - The school divisions' response to the visits continue to be positive and the increased opportunity for dialogue and collaboration between divisions and the Department supports accountability and growth.
- SSU also leads the Division/School Planning & Reporting Process where school/divisional plans are submitted to the Department on a three-year rotational basis.
- Continued to work with school divisions to make the reporting processes for school plans, student services planning and special needs funding more efficient while meeting the shared need to collect and utilize information for continuous improvement.
- Administered the Special Needs Categorical Funding process for students requiring extensive support in educational programming. The student-specific application process and the review of applications continue to have the goals of portability and maximum/multi-year funding.
- Provided professional development opportunities on an ongoing basis in areas that include:
  - Student Services Planning & Administration, individual educational planning, policy implementation
  - The Special Needs Funding Process
  - Core competency areas of special education/appropriate educational programming, resource support, academic achievement for students, transition planning
  - Positive behaviour planning, classroom behaviour management, autism, mental health and severe and complex behaviour management
  - Annual orientation sessions for Student Services Administrators, principals and resource teachers
  - Counselling, speech language, psychology and social work leadership and practice
  - Specific learning disability areas
  - Wrap-around planning and complex programming support
  - Inclusive schools and teaching practice including co-teaching and universal design
  - New policy and support documents
  - As well as other requested topics
- Expanded and enhanced the assistive technology resources available to support students with learning, sensory, and communication disabilities.
- Led a number of initiatives in Safe and Caring Schools, Attendance, Northern Learning Resource Center and Student Services to support inclusive and positive schools.
- Held the Annual Summer Institute for educators in current student services topics.
- Supported the implementation of the provincial report card for students with special needs.
- Communication and collaboration with school divisions occurred on a regular basis in support of initiatives that were a priority for both school divisions and the Department. Priorities included integration of Aboriginal perspectives, increased involvement of families and community, appropriate educational programming, supporting children and youth with mental health concerns, safe and caring schools, the reduction of bullying behaviours and school-wide behaviour management.
- Provided clinical supervision on request for speech/language pathologists, social workers and psychologists employed by school divisions in rural and northern Manitoba.
- Provided school division student-specific consultations for children with a broad range of special needs including those with severe multiple disabilities, autism, emotional/behavioural disorders, challenging behavior, and extensive learning and communication disorders.
- Provided itinerant support to Blind/visually impaired students in their local schools across the province. Services were provided in collaboration with the local school team and included direct teaching, modeling lessons, specialized teaching (Braille), supporting the Individual Education Planning process, academic programming, as well as providing workshops and consultative support to educators. The consultants within the Blind/Visually Impaired Services provide direct programming, consultative services and material support to school divisions and funded independent schools for programming to blind/visually impaired K-12 students. In collaboration with the Educational Resources Branch, the consultants for the blind/visually impaired supported schools in programming for students. The supports include

Braille, the long term loaning of specialized technology/adaptive equipment, as well as orientation and mobility training.

- Provided distance technology, which is used daily to support rural and northern students and staff.
- Worked collaboratively with the departments of Justice, Family Services and Health on a number of initiatives and frameworks to support an inter-departmental approach to supporting children and youth. Met regularly with the 37 School Division Student Services Administrators to share information, consult and plan on future initiatives.
- Developed a handbook to support resource teachers in Manitoba schools. Anticipated release is in the fall of 2014.
- Finalized the provincial inter-departmental protocol for planning for students with profound emotional/behavioral needs using a wrap-around approach to enhance a fully engaged planning process as well as justice transition protocol and suicide prevention protocol.
- Finalized the Joint Educational Planning and Support Protocol for Children in Care.
- Provided inter-departmental training sessions and ongoing support for both protocols will be held across the province in 2014/15.

Deaf and Hard of Hearing Services Unit

- Provided consultative and specialized direct support to students who are DHH in their local schools. Services were provided in collaboration with the local school team and included direct instruction/therapy, modeling lessons, supporting the Individual Education Planning process, academic/social emotional/self-advocacy programming, as well as providing workshops and consultative support to educators. Distance technology was used daily to support rural and northern students and staff. COT staff worked in collaboration with the MSD staff; specialized resource personnel from MSD were accessed to support students throughout the province as required.
- Provided, on request, assessment of division staff interpreting skills to assist human resources departments with their hiring and placement process.
- Provided assessment of high school students' American Sign Language (ASL) skills for the ASL Challenge Credit.
- Provided assessment of The Winnipeg School Division students' ASL skills (all ages) to assist the division with programming and meeting student needs. Assessments will occur again next year.
- Collaborated with and supported the University of Manitoba Deaf Specialization in the post-baccalaureate (after degree) program, which is in its second year. DHH Unit staff provided practicum experiences for numerous teachers from this program.
- Supported the Canadian Association of Educators of the Deaf and Hard of Hearing in providing a professional development opportunity for professionals and organizations in the field.
- Hosted its "9th Forum on Deaf and Hard of Hearing Education in Manitoba"; which is an opportunity for professionals working within the field to share information regarding programs and projects, discuss research and network.
- Continued to organize provincial Networking Days to support the learning and social interaction of Manitoba's Deaf and Hard of Hearing students, as well as the staff who work with them.
- Participated with Health and Family Services staff in the Children's Therapy Initiative Audiology Group (CTI) working on the development of a central intake process for students who are DHH.
- Led local research on the new Bilingual-Bimodal early years programming at MSD.
- Continued leading and working with the Provincial Inclusive Education Committee (which has representation from Manitoba Education and Advanced Learning, CSHC, SMD and Professional Teacher of the Deaf Network) to collaborate on professional development opportunities for Manitoban teachers working with students who are DHH.

- Worked with SMD to support ASL Immersion programs that are held at MSD.
- Continued to provide enhanced distance support to teams involved with students who are DHH. Virtual classrooms are being held at MSD and attended by students who are DHH in rural areas.
- Continued to create and distribute a provincial calendar of events for DHH students and school teams; a provincial brochure outlining Manitoba Education and Advanced Learning DHH services; and ASL credit information.
- Revised the document *Educators' Resource Guide Supporting Students Who Are Deaf and/or Hard of Hearing* and the *Deaf and/or Hard of Hearing Toolkit*. The revised documents will be published online in the late fall of 2014.
- Continued correspondence with school divisions regarding pertinent DHH information and events.
- Continued to provide learning opportunities/workshops/presentations for classroom, school, and division-wide and provincial inservices. Workshops/presentations were also provided for university classes and community groups upon request.
- Chaired a Cochlear Implant Research Committee with representation from the service providers in Education, Family Services and Health.
- Supported and organized opportunities for Deaf and Hard of Hearing and blind and visually impaired students, their teachers and families to collaborate, interact and learn together. Opportunities included student get-togethers and networking days for staff, professionals and families.

Rural and Northern Initiative

- Continued to provide enhanced support to rural and northern school divisions. Four consultants are assigned responsibility to rural and northern school divisions in the area of student services to provide enhanced training in learning disabilities, programming and support in adaptive technology, student-specific consultation, clinical supervision and resources.
- Video Conferencing/Northern Support Centre was moved to The Pas from Thompson in the summer of 2012.
- Expanded use of video conferencing to provide support to rural and northern Manitoba. The video conferencing classroom has been used to provide professional learning opportunities for teachers, clinicians, educational assistants and other professionals, as well as provide case conferencing with specialists from PSSB around student-specific planning.
- Continued work with northern divisions to provide access to professional learning opportunities in the north.
- Administered Rural and Northern Bursary. The goal of the bursary is to support school divisions in the recruitment and retention of clinicians such as psychologists and speech language pathologists in hard to fill areas.
- Increased the Branch's capability to provide professional learning opportunities in a variety and/or combination of methods including online courses, video-conference, u-stream, summer institutes and in-person; especially with school teams in rural and northern schools/ divisions. Over 800 educators and clinicians participated in a recent series of workshops in the area of Mental Health either in person, via video conferencing, and/or through u-stream.
- Continued the Access Technology initiative by providing rural and northern school divisions access to adaptive equipment and software for short term loan.

Special Initiatives:

- Continued to work with the Youth Justice Educational Intake Team, in partnership with Manitoba Justice and The Winnipeg School Division. The Team is comprised of two specialist teachers who work in the Youth Corrections Division to ensure that youth who are incarcerated receive the necessary assessments to assist in planning for continued educational programming both while incarcerated and when the youth transitions into the community. The primary goal of the Intake Team continues to be identifying potential learning difficulties and planning for educational programming while the youth is incarcerated and while they transition to the community.

- Provided a leadership role in identifying issues related to School Attendance.
- Participated in the Point Douglas Lord Selkirk Park Community Revitalization Initiative and the Northstars Project.

Document Production

- Continued development of in-progress documents: Whole-School Approach to Safe and Caring Schools, Support Document on Learning Disabilities, which supports guidelines for assessment for students with visual impairments and fair assessment practice.

Additional Activities/Field Support

The Branch continues to work with school divisions and communities to support the implementation of the following documents:

- *Appropriate Educational Programming in Manitoba: Standards for Student Services*
- *Appropriate Educational Programming: Handbook for Student Services*
- *Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities*, and accompanying brochure
- *Working Together: A Guide for Parents of Children with Special Needs*, and accompanying brochure
- *Building School Partnership: A Handbook for Parents, Families, Councils and the School Community Supporting Inclusive Schools; A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*
- *Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms*
- *Services for Students Who Are Blind or Visually Impaired*
- *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community*
- *Education and Child and Family Services Protocol for Children and Youth in Care*
- *Framework for Suicide Prevention Planning in Manitoba*
- *Reporting of Child Protection and Child Abuse*
- *Educators' Resource Guide Supporting Students Who Are Deaf and/or Hard of Hearing*
- *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPS)* (2010)
- *Educational Assistants in Manitoba Schools*
- *Working Together: A Parent's Guide on Transitioning Youth to Community*
- *Not in My School – Learn how you can help stop bullying at school and in your community* brochure
- *Manitoba Sourcebook for School Guidance and Counseling Services: A Comprehensive and Developmental Approach*
- *Speaking and Listening; First Steps to Literacy*

Service/Funding Agreements

- The Branch manages a number of Program Agreements with educational partners and school divisions including:
    - Behavioural Health Foundation
    - The Louis-Riel SD – Inter-divisional Student Services Program (ISSP)
    - The Louis-Riel SD – STEP
    - Marymound Inc. – School
    - Marymound Inc. – Youth Emergency Education Service
    - Manitoba School Boards Association - Safe Schools Manitoba
    - The Kelsey S.D – Northern Learning Resource Centre (began in 2012)
    - New Directions –Training Resources for Youth (TRY) Program

  - The Red River Valley SD – ISSP
  - The River East Transcona SD – ISSP
  - The Winnipeg SD – ISSP
- The Deaf/Hard of Hearing Services Unit continues to partner with one staff from MFNERC to support her in programming for students who are Deaf and Hard of Hearing in First Nations communities.
- A Letter of Agreement with Nunavut allowed 2 staff, a Consultant for the Deaf/Hard of Hearing and a Consultant for the Blind, to travel to Nunavut to support several Deaf and Hard of Hearing and blind students in their home communities.
- Work with the Manitoba Alliance for Universal Design for Learning in Education (MAUDeL) through the University of Manitoba as one of the ways to support inclusive education strategies and supports in Manitoba.

Inter-departmental Co-ordination of Services

Staff continue to be involved in several inter-agency projects including:

- Transition Planning for Youth aged 16-21
- Specialized Services for Children and Youth
- Fetal Alcohol Spectrum Disorder (FASD) Strategy Steering Committee
- The Provincial Advisory Committee on Child Abuse
- The Multi-jurisdictional Implementation Team (sexually-exploited children)
- Consultation Committee on Education for Children who are Deaf and Hard of Hearing
- Children's Therapy Initiative Audiology Group (CTI)
- Canadian Association of Educators of the Deaf and Hard of Hearing
- University of Manitoba Post-Baccalaureate Diploma in Education Teacher of the Deaf/Hard of Hearing Program
- The Manitoba Association of Visual Language Interpreters
- Autism Steering Committee
- Mental Health Strategic Plan Working Group
- Jordon's Principle Working Group

The Branch continued its involvement at inter-departmental levels and provided leadership to facilitate service co-ordination of children with multi-dimensional service needs, and their families, receiving services from several departments and/or agencies (Education and Advanced Learning, Family Services, Health, Justice and Healthy Child Manitoba). The various working groups continue to collaborate to ensure service systems deliver co-ordinated services and utilize resources in an integrated manner when serving children and their families with complex service needs including:

- Disabilities Issues Office – Disability Framework an Opening Doors Initiative
- Inter-departmental co-ordination of services for children and adolescents with severe to profound emotional/behavioural disorders and mental health
- Healthy Child Manitoba – Interdepartmental Planning and Coordination Committee, with a focus on the following strategies: FASD, Autism, Mental Health, Sexually Exploited Youth and Domestic Violence
- Children's Therapy Initiative
- The Unified Intake and Referral System (URIS)

Sustainable Development

PSSB staff consider the long-term impacts of decisions regarding its programs/services on the economy, the environment and the health and well-being of people (ex: the "needs of the public" are kept in mind when programs are being developed and/or implemented). The Branch carries out management procedures in line with sustainable development including decision-making, planning, budgeting and procurement processes. Sustainable Development procurement action plans have been developed and activities carried out and monitored by the Branch's Sustainable Development Coordinator/Sustainable Development Team. The Branch implemented waste reduction activities in co-operation with Waste Stream Services within all Branch offices. Fuel consumption has been reduced by requesting staff travel together whenever possible and sustainable development has been considered throughout procurement processes. Staff are encouraged to utilize electronic rather than paper files and the Branch has increased its use of electronic notices to stakeholders in the field.

A "green" boardroom, established in 2008, has procedures and usage policies to support minimal environmental impact. All caterers are informed of the "no styrofoam, no plastic" requirement. In addition to day to day functions, the boardroom houses a video conferencing system. This system allows the Branch to consciously reduce its carbon footprint by reducing travel and still maintaining contact with schools. The video conferencing capabilities have allowed "face to face" meetings without the travel requirement. School divisions have opted to have staff participate in learning opportunities, and in consultation processes, using video conferencing with the advantage of enabling more participants, reducing costs and reducing travel. In addition, the Branch can use D-Link technology or a video phone booth, which allows "one-to-one" communication with the added benefit of being accessible for students and staff within the Branch who are Deaf.

2 (d) Program and Student Services

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	3,500	45.00	3,622	(122)	
Other Expenditures	1,130		1,365	(235)	1
Assistance	62		70	(8)	
Total Sub-Appropriation	**4,692**	**45.00**	**5,057**	**(365)**	

1. *Under expenditure mainly reflects savings resulting from a reduced requirement for travel and document production, and the deferral of special learning equipment purchases.*

Educational Resources

The mandate of the Educational Resources Branch is to provide support to the School Programs Division, other areas within Manitoba Education and Advanced Learning, other departments, educators and students through the production and distribution of print and non-print educational resources. The Branch ensures educator access to resources through the Instructional Resources Library, the K-12 website, Manitoba Professional Learning Environment (Maple), and student access to the alternative format material collection for those who are blind or visually impaired.

The Branch is organized into three units:

- The Media Production Services Unit (MPSU)
- The Instructional Resources Unit (IRU) (Manitoba Education Library)
- Document Production Services Unit (DPSU)

Media Production Services Unit

The Media Production Services Unit (MPSU) provides support and services to Manitoba educators, students and departmental staff in the following areas:

- Production of alternate format materials in Braille, tactile drawings, large print, e-text and audio books, for Manitoba K-12 students with print disabilities and for post-secondary students with print disabilities attending Manitoba colleges and universities.
- Work inter-provincially to share resources, reduce costs, and to research best practices for the benefit of students with print disabilities in Manitoba. Inter-library loans resulted in cost savings for Manitoba and Canadian jurisdictions: Manitoba borrowed an equivalent of $213,000 and loaned an equivalent of $64,400 in alternate format materials.
- Participate, along with other Canadian jurisdictions, in the implementation of the Universal English Braille Code (UEB), a revised Braille code for visually impaired students.
- For 2013/14, activities included:
    - Braille - 176 new titles, 1,444 tactile drawings (increase from 2012/13)
    - Electronic Text: 128 titles (increase from 2012/13)
    - Large Print: 68 titles (decrease from 2012/13)
    - Audio Books: 138 titles (similar to 2012/13)
    - Support for Independent Study Option Distance Learning Courses
    - Support for internal and external clients on specific projects, such as International Science Fair, Seven Oaks School Division.
    - Recording, editing and posting workshops to the Manitoba Professional Learning Environment (Maple), ex Report Card Implementation, Reading Apprenticeship, Student Perspectives on Attendance.

- Leadership, production and support in the development and maintenance of the Manitoba Education (English) websites (Internet and Intranet), which provide information, resources and services to departmental staff and the educational community. Supports Include:
    - Launch of and on-going support and promotion for the Maple. This closed platform is available to Manitoba educators and is a place to deliver on-line professional learning opportunities and resources, with a particular focus on rural and northern areas. By March 2014 there were over 2,900 registered users within 143 communities of practice.
    - Administration of the Workshop Registration System (WRS), a single point of on-line registration to a wide range of professional learning opportunities offered by Manitoba Education and Advanced Learning.
    - In addition to general website design, development and maintenance support, staff also supported priority project areas both for the Department and for external partners, ex: Action Plan for Science Educators in Manitoba, The Manitoba Rural Learning Consortium, Career Development Gateway.

Instructional Resources Unit

The Instructional Resources Unit (IRU) The Manitoba Education Library provides Manitoba Kindergarten through Grade 12 educators with curriculum implementation support, educational research and professional development materials. Services include:

- 11,455 registered clients (increase from 2012/13)
- 72,845 resources were circulated from main collection (same as 2012/13)
- 4,000 reference queries fielded and 2,713 orders completed (decrease from 2012/13)
- 32 library orientation sessions, 10 library displays, 5 conference presentations and held 2 Open Houses
- 5,300 new items were acquired for the main collection
- 2,138 new resources and 3,836 new copies were entered in the catalogue (decrease from 2012/13)
- WebExport provided online customized cataloguing records to Manitoba school libraries.
- 226,300 visits to the Library's specific web pages, plus 2,630,000 visits/searches through the Library's online catalogue (same as/increase from 2012/13)
- 12,550 records accessed from the Library's electronic and digital collections (decrease from 2012/13)

- CBC News in Review and selected video clips streamed to Manitoba schools
- Completed 685 media duplication requests to subscribing schools and departmental staff
- 50 CBC streamed documentaries added to the Library's online collection
- A new electronic journal (eJournal) routing service where patrons are able to setup email alerts and have educational journals directly delivered to their desktops and mobile devices
- Website was updated to have a more user-friendly design, and include the addition of 29 curriculum-based subject pages
- Approximately 523,444 items were distributed to Manitoba schools (increase from 2012/13)
- 3,963 Alternate Format resources were circulated to 412 students in Manitoba (decrease from 2012/13)
- 903 resources were added to the Alternate Format Collection catalogue. 177 items were borrowed through the Canadian Association of Educational Resource Centres for Alternate Format Materials (CAER), and 74 items were loaned from the Department's collection, which saved $277,620.00 (decrease from 2012/13)
- 23 school divisions participated in the Vision Screening program (same as 2012/13)

Document Production Services Unit

The Document Production Services Unit (DPSU) responds to the priorities of the School Programs Division. Staff are responsible for those tasks and functions that relate to bringing documents (print and electronic) to final form.

DPSU continues to:

- edit and design quality provincial resources (print, electronic, interactive) produced by the School Programs Division, in accordance with departmental and professional publication standards
- co-ordinate copyright clearance procedures in accordance with copyright legislation and agreements and serve as a resource to department staff on copyright issues
- process and respond to copyright permission requests from other provinces, departments and the public
- focus on improving the accessibility of documents
- serve as departmental representative for communicating with Communications Services Manitoba

The English and French resources (print and online) produced by DPSU in 2013/14 include the following:

- 40 Curriculum Support materials (documents, posters, brochures)
- 4 Policy documents
- 9 Independent Study Option courses
- 3 Newsletters and Monographs
- 23 Provincial Test Support documents
- 20 Provincial Applied Mathematics Achievement Test documents
- 14 Provincial Essential Mathematics Achievement Test documents
- 28 Provincial Pre-Calculus Mathematics Achievement Test documents
- 16 Provincial English Language Arts Test documents

Sustainable Development

The Educational Resources Branch staff consider the long-term impacts of decisions regarding its programs/services on the environment. Branch staff are encouraged to use electronic rather than paper files. An increased awareness of the website has been promoted to school divisions and outside agencies.

2 (e) Educational Resources

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	3,546	65.50	4,011	(465)	
Other Expenditures	1,170		1,198	(28)	
Total Sub-Appropriation	**4,716**	**65.50**	**5,209**	**(493)**	

Manitoba Text Book Bureau

Manitoba Test book Bureau operates as a Special Operating Agency. They receive no financial support from the Department and therefore they are not required to provide financial information for the Education and Advanced Learning Annual Report. They produce their own annual report under a separate cover.

Bureau de l'éducation française

The mandate of the Bureau de l'éducation française (BEF) Division is to develop, evaluate and administer policies and programs relating to French-language education. The Division is made up of four branches: Curriculum Development and Implementation Branch, Educational Support Services Branch, Official Languages Programs and Administrative Services Branch, and Library and Materials Production Branch. Together, the branches provide a complete range of services, including all of the programs emanating from the Canada–Manitoba Agreement on Minority-Language Education and Second-Language Instruction. The Division's clientele includes the Français and French Immersion schools, and the schools offering Basic French courses. The Division also maintains a liaison with the Université de Saint-Boniface.

It should be noted that in 2013/14 school year, 5,482 Francophone, 22,148 French Immersion, and 58,929 Basic French students benefited from the services of the BEF Division.

Division Administration

The Division Administration Office provides leadership with respect to the development, implementation and review of policies and programs related to French-language education in Manitoba. The activities of the office include the co-ordination of policies, programs and budget development and implementation; facilitation of intra-divisional and inter-departmental linkages; and collection and analysis of information in support of departmental and divisional priorities. Most specifically, the BEF Division has identified the following three priorities:

- Improving the academic performance of students enrolled in the Français and French Immersion programs in the area of literacy and numeracy;
- Improving the teaching and learning of Basic French;
- Supporting the delivery of the French Immersion program in rural and northern Manitoba.

The BEF is the lead for the Department to implement a strategy on rural education and a strategy focusing on science education. The Department continues to work with school divisions to implement various measures designed to provide enhanced support in these two areas.

3 (a) Division Administration

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	191	2.00	192	(1)	
Other Expenditures	15		16	(1)	
Total Sub-Appropriation	**206**	**2.00**	**208**	**(2)**	

Curriculum Development and Implementation

The Curriculum Development and Implementation Branch develops French as a First Language (FL1), French as a Second Language – Immersion (FL2–I) and Basic French curricula. The Branch has two principal mandates. Firstly, it is responsible for developing French education curricula. These curricula provide the basis for instruction, learning and assessment in various subjects and courses. Secondly, it is responsible for supporting and facilitating the implementation of the curriculum documents designed to guide student learning.

In addition to these two principal mandates, the Branch fulfills other standing and occasional responsibilities, including the following:

- developing curriculum supplements to support instruction, learning and learning assessment;
- collaborating with the School Programs Division on the development and implementation of policy documents;
- developing a directory of educational resources to support curriculum implementation;
- registering School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs);
- supporting the integration of information and communication technology (ICT) in Manitoba schools;
- developing the French version of the Department of Education and Advanced Learning website;
- developing distance learning courses (in hard-copy and electronic formats); and
- developing policy documents.

The Branch supports the assessment instruments developed by Educational Support Services Branch (for learning assessment in *Lecture*, FL1 and FL2–I) and Instruction, Curriculum and Assessment Branch (for learning assessment in *Notions de calcul, Mathématiques, Anglais* and English LA – Immersion).

The Branch also consults with school administrators and teachers on these projects and shares information on curriculum orientation, testing and implementation.

It should be noted that the learning outcomes for Science have been developed at the pan-Canadian level and those for Mathematics at the Western and Northern Canadian (WNCP) level with British Columbia, Alberta, Saskatchewan, the Yukon, the Northwest Territories and Nunavut. The existing *Anglais*, English LA – Immersion, Français FL1, Français FL2–I curricula have been developed at the WNCP level. In the fall of 2014, new curricula may be piloted and developed at the provincial level. Those for Social Studies, Physical Education/Health Education, Arts Education and French (English Program) have been developed at the provincial level.

Work related to curriculum development and/or implementation continued in all school subjects. As well, in 2013/14, the Branch has continued to support implementation of the new provincial report card.

BEF has also worked on other projects that will continue into the 2014/15 school year:

- Co-ordinating a pedagogical project regarding the Second World War involving co-operation between High Schools from Basse-Normandie (France) and Manitoba High Schools (FL1/FL2) (MOU with Basse-Normandie Region).
- Developing a departmental website to provide curriculum information to parents (Throne Speech, 2012).
- Support new initiatives as they relate to career development and skills and trades opportunities for students (Throne Speech 2013).

Anglais and English Language Arts–Immersion

The BEF, in conjunction with the Division scolaire franco-manitobaine (DSFM), continues to work with teachers, division co-ordinators and student services personnel in the development of programming in the areas of literacy, academic learning, language learning and numeracy for refugee newcomer students with little or no schooling in Grades 6-12. Work on the developmental stages was completed in 2013/14. These developmental stages are to be used to support instruction and assessment in the *Cours d'actualisation scolaire pour les apprenants nouveaux arrivants*

(CASANA) framework. The framework addresses the needs of newcomer students with interrupted schooling. The framework is available for Français (infused with science and social studies) and Mathematics and leads to credits for these high school students and were piloted in the Français Program classrooms of the DSFM during the 2013/14 school year.

The BEF collaborated with the School Programs Division to develop K–12 curricula for English as an Additional Language (EAL) and for newcomer students in FL1 and FL2-I schools. The BEF continues to contribute to the development of practices and guidelines related to EAL and Intensive Newcomer Support. One result of this contribution was the publishing of the guidelines document *Lignes directirces concernant la subvention de soutien intensif aux nouveaux arrivants.*

Work on new Anglais and English Language Arts-Immersion curricula began late in the 2013/14 school year. The curriculum consultant is presently collaborating with Instruction, Curriculum and Assessment Branch consultants to develop the foundations of a new ELA curriculum and will be turning her attention to the Anglais and English Language Arts-Immersion K-8 curriculum in the 2014/15 school year. The Anglais and ELA-Immersion consultant worked with both ICAB ELA consultants and BEF's Français consultants to ensure Language Arts curricula had similarities and coherences where applicable.

Arts Education

The K-8 Arts Education is now fully implemented province-wide. The arts education curriculum consultant provided pedagogical support and workshops to teachers, school administrators and divisional curriculum consultants as required for Dance, Drama, Music and Visual Arts during the 2013/14 school year.

The curriculum consultant continued to develop materials to support the implementation of the K-8 frameworks. In partnership with the Direction des ressources éducatives françaises (DREF), video glossaries have been produced for dance and visual arts disciplines. The Dance glossary has been posted on the Department's website and the Visual Arts glossary will soon be posted.

During 2013/14, the BEF continued to work closely with the ICAB to develop the Grades 9-12 curriculum frameworks for Dance, Drama, Music and Visual Arts. The Grades 9-12 Curriculum Frameworks Revision Committees and Pilot Schools Projects were initiated and provided useful feedback to the BEF. The frameworks will be published for the 2014/15 school year for voluntary implementation.

In co-operation with the School Programs Division, the BEF was involved in the organization of the *Celebrating Music in Manitoba Schools* project. This multi-pronged initiative included developing a proclamation and a poster; managing Music Month grants to facilitate collaboration between schools and Manitoba musicians; and organizing noon-hour performances at the Legislative Building every Wednesday in April 2014 in partnership with the Manitoba Music Educators' Association. For the first time, a Music Month concert was held in French at the Legislature. Participating FL1 and FL2-I schools treated the audience to a number of French musical compositions.

French (English Program) (FL2–B)

A number of workshops, which focused on the literacy-based approach to teaching and learning French with the integration of culture, were provided to K–12 teachers throughout the province. Upon request, sessions tailored to meet specific needs were offered in various school divisions and independent schools. The summer institute was held in Winnipeg on August 6-10, 2013 and 40 teachers were actively involved in learning about the literacy-based approach to teaching and the importance of integrating French culture in their teaching. The consultants developed materials and facilitated workshops at the Canadian Association of Second Language Teachers' national conference that was held in Winnipeg in April 2013.

The curriculum consultants continued to work on the *Manitoba Curriculum Framework of Outcomes for French: Communication and Culture, Grades 4-12*. A draft version of the framework was piloted in the 2013/14 school year. This was an opportunity to work closely with teachers to confirm the pedagogical foundations and orientations of the framework and make changes as recommended. The document is nearing its final stages of completion and will be ready for voluntary implementation in the 2014/15 school year.

BEF supported the implementation and continued success of the Intensive French (IF) approach in several school divisions: Pembina Trails, Seine River and Border Land. These divisions offer Intensive French, Enhanced French or both. The following support was offered by the BEF for those school divisions involved or interested in either Intensive or Post-intensive French: classroom visits, professional development, review of support materials and current resources and meetings with divisional administration. In addition, promotional and informative presentations were made to parent and student groups.

As in the past, the curriculum consultants continued to work collaboratively with partners such as curriculum consultants from the school divisions, the universities, the Manitoba Association of Teachers of French (MATF), Canadian Parents for French (CPF) and the Canadian Association of Second Language Teachers (CASLT).

French as a First Language (FL1)

The K-8 curriculum consultant adapted two sections (student profiles and learning environments) of the WNCP/PONC Curriculum Framework document. These two sections will be weaved into the new Français FL1 curriculum.

Through consultations with the DSFM, the curriculum consultant developed a K-12 curriculum model that would underpin the new Français FL1 curriculum. The new curriculum will like'y be inspired by the Ontario, New Brunswick and WNCP work in this area.

The Grades 9-12 curriculum consultant supported implementation of existing Français FL1 curriculum and was involved with other projects:

- In partnership with the Assessment consultants, promoting effective classroom-based assessment and communication practices that maximize learning for all students;
- Working collaboratively with the co-ordinator of the *Cadre pancanadien pour l'appropriation de la culture dans les écoles de langue française* (through CMEC), which supports the development and implementation of the Cultural Approach to teaching in the Français Program.

The BEF consultants provided pedagogical support to the DSFM teachers when requested.

The K-8 curriculum consultant worked closely with Healthy Child Manitoba to provide DSFM with:

- a French version of the Early Development Instrument (EDI) results;
- assistance in analyzing the data and understanding its impact for the school communities.

The K-8 curriculum consultant sat on the Early Childhood Education Unit committee. This committee is currently updating *The Early Years: A Time for Learning, A Time for Joy*. An adaptation of this document for the DSFM will follow.

The Grades 9-12 curriculum consultant supported BEF's involvement in the Manitoba-Basse Normandie MOU by planning and facilitating a visit by a representative of the Basse Normandie region and co-ordinated the "*70 voix de la liberté*" co-operative project between high schools from Basse-Normandie (France) and two DSFM high schools.

French as a Second Language – Immersion (FL2–I)

As with Français FL1, new curricula is being developed for Français FL2-Immersion. The consultant developed a K-12 model that would underpin the new Français FL2-Immersion curriculum. The new curriculum is being developed based on the WNCP work in this area, in which Manitoba was the lead.

The BEF consultants provided pedagogical support and professional development to teachers, school administrators and divisional curriculum consultants by responding to requests from the field. The Grades 9-12 curriculum consultant continues to support implementation of existing Français FL2-Immersion curriculum and, in partnership with the Assessment consultants, promotes effective classroom-based assessment and communication practices that maximize learning for all students.

A developmental reading continuum – FL2 Grades 1-6 (*Le continuum de développement en lecture*) was published and sent to schools during the 2013/14 school year. The document is comprised of the Developmental Reading Continuum as well as several supporting documents. These supporting documents include student profiles, reading and comprehension strategies, characteristics of texts, book genres and an oral language development tool.

The Grades 9-12 curriculum consultant continued to develop the *Cours de droit 12^{e} année* (Grade 12 Law) – Framework of outcomes for both the FL1 and FL2 Immersion programs.

Information and Communication Technology (ICT)

The Literacy with ICT developmental continuum was designed to be incorporated into all K–12 curricula. To support and advance this project, the BEF ICT consultant continues to provide support to colleagues and schools by sharing expertise in various areas related to the infusion of technology in teaching practices.

The consultant was involved in two new initiatives this year:
- A review of the Literacy with ICT Across the Curriculum – a review of the continuum model as the Department integrates Grades 9-12 in the existing continuum.
- "Bring your own device" guidelines for school divisions – a new resource document (to be published for the fall of 2014).

Support and training was provided to teachers across the province with the Literacy with ICT initiative in mind. The ICT consultant gave presentations on this topic to support learning for all pre-service teachers at the Université de Saint-Boniface.

The ICT consultant continues to support users of the Maple (Forem) website and lead the development of the Curriculum Information for Parents website. The K-8 content was launched in the 2013/14 school year and the Grades 9-12 content will be added in the fall of 2014.

The ICT consultant also represents BEF on the Department's internal Distance Learning committee.

Mathematics

The BEF worked closely with the Instruction, Curriculum and Assessment Branch on the development of a more balanced approach for outcomes and achievement indicators of the mathematics curriculum. The revised K-8 curriculum was sent to schools for the 2013/14 school year. A review of the Grades 9-12 framework of outcomes is in progress. Changes to the front matter and the addition of textual elements to emphasize outcomes or achievement indicators is underway.

The BEF continued its partnership with the DSFM, providing K-9 and *Mathématiques au quotidien* teachers with several workshops and training sessions for the Prime diagnostic resource. These sessions are part of a larger in-service training program for all K-9 and *Mathématiques au quotidien* teachers in the DSFM that aims to improve teachers' understanding of mathematics.

Upon request, workshops were offered to new K-4 teachers from DSFM and French Immersion school divisions. The BEF continued its partnership with Pembina Trails School Division and Seine River School Division and provided K-8 teachers with several workshops and training sessions for the Prime diagnostic resource. The BEF was asked to offer similar workshops in northern Manitoba through its Collabaunord project. These workshops were also based on the Prime diagnostic resource.

The senior years mathematics consultant continued to develop distance learning courses for both FL1 and FL2-I students; *Mathématiques au quotidien 11^{e} année* course was completed and *Mathématiques au quotidien 12^{e} année* course is still in progress. The mathematics curriculum consultants lead a committee of teachers in developing learning objects. These learning objects will support teachers with the implementation of curriculum and improve children's understanding of mathematics concepts in the four strands.

The BEF continued to work closely with the ICAB on the implementation of mathematics assessments for Grade 3 and the Middle Years. Training sessions were offered to both FL1 and FL2 teachers. The BEF also worked on the development of provincial tests for Grade 12 mathematics courses.

Physical Education/Health Education (PE/HE)

The BEF's PE/HE curriculum consultant has played a lead role in department initiatives to promote safe and caring schools, particularly in support of the anti-bullying action plan and Bill 18, *The Public Schools Amendment Act (Safe and Inclusive Schools)* which was passed in the Manitoba Legislature on September 13, 2013.

A wealth of activities resulted from the department's anti-bullying action plan and the amendment to *The Public Schools Act*: a conference (*Safe and Caring Schools Leadership Forum* held on May 10, 2013), workshops and the development of documents to support educators and parents as they work with children and youth, which included:

- Safe and Caring Schools: Taking Action Against Bullying (EN and FR versions)
- Safe and Caring Schools: Respect for Human Diversity Policies (EN and FR versions)
- Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools (MB MYGSA) (EN and FR versions)
- La prévention de l'intimidation : ce que les parents doivent savoir (in collaboration with PREVNet and Quickfind Books)

The BEF PE/HE curriculum consultant also worked with the Distance Learning Unit and School Programs Division in reviewing the exams and course content of Grade 12 PE/HE Independent Study Option.

In the area of student data collection, the BEF PE/HE curriculum consultant worked closely with Partners in Planning as the analysis of the 2012 Youth Health Survey continued. The consultant also supported the Department in the implementation of the Tell Them From Me school surveys that were implemented province-wide in the fall of 2013.

The BEF also partnered with other departments in promoting active healthy lifestyles and school health. The PE/HE curriculum consultant was actively involved in supporting the Healthy Schools Initiative (with Health) as well as inter-departmental working groups to address active transportation, physical activity, bed bugs, head lice and problematic substance abuse. Other initiatives addressed the joint use of schools and community facilities (with Children and Youth Opportunities) and the development of a puberty resource (with Healthy Child Manitoba).

The BEF was represented on a regular basis at conferences and meetings of the Joint Consortium for School Health (School Health Coordinators' Committee), Partners in Planning for Healthy Living, the Manitoba Physical Education Supervisors Association, the Manitoba Physical Education Teachers' Association, Movement Skills Manitoba, Manitoba High Schools Athletic Association, the WRHA Human Sexuality Marketing Steering Committee, the Rec Connections' After the School Bell Rings Advisory Committee and the Winnipeg Community Sport Policy Coordinating Committee.

Science

Manitoba continued to develop new Science curricula consistent with the Pan-Canadian Common Framework. Development work on implementation documents for Chimie 30S, Chimie 40S and Biologie 40S continued. Final versions are being prepared for Chimie 30S and 40S (Grades 11 and 12).

BEF worked closely with the School Programs Division to update the *Science and Safety: A Kindergarten to Senior 4 Resource Manual for Teachers, Schools, and School Divisions*. This English version of the document is now available to schools and will be available in French for the coming school year.

The BEF continued to sit on the CurioCity/CurioCité Educator Advisory Panel for Let's Talk Science.

Together with the School Programs Division, the BEF continues to develop initiatives aimed at connecting students and scientists. The Scientists in the Classroom grant program provides teachers with up to $1,000 to give students an opportunity to make connections with people working in the science field.

The BEF has also worked with the School Programs Division to implement a 3-year pilot project, Reading Apprenticeship, which focuses on reading in content areas at the middle and senior years levels. This implementation was in its final stage in the 2013/14 school year. The BEF's science consultant continues to take a leadership role in this project as the Reading Apprenticeship model was translated and offered to some 30 educators from the DSFM in the 2013/14 school year. The Reading Apprenticeship model will be expanding in the 2014/15 school year.

Social Studies

The BEF is working in collaboration with the School Programs Division (SPD), the Manitoba School Improvement Program (MSIP) and MERN (Manitoba Education Research Network) in an action-research project to support the implementation of the new Grade 12 *Global Issues: Citizenship and Sustainability*. Support materials are being developed for this new course, as well as for the new optional Grade 12 course *Premières Nations, Métis et Inuits : sujets d'actualité*. BEF has consulted with a team of teachers and has collaborated with SPD to develop draft implementation documents and suggested filmographies for the new Grade 12 optional course *Cinema as a Witness to Modern History / Le cinéma, témoin de l'histoire moderne*.

The BEF has collaborated with a Manitoba publisher in the development of a French language history textbook to support the implementation of the new Grade 11 *Histoire du Canada* course in

Français and French Immersion programs. This textbook will be available to schools in the fall of 2014.

The BEF is collaborating with the Department of Aboriginal and Northern Affairs in the development of a bilingual educational resource regarding the *Legislative Assembly of Assiniboia (1870).* The BEF continues to collaborate with the Treaty Relations Commission of Manitoba in providing support for treaty education in Manitoba schools. The BEF plays an ongoing consultative and collaborative role with the Musée canadien des droits de la personne / Canadian Museum for Human Rights as it develops its educational programming.

To support curriculum implementation, the BEF continues to offer professional learning sessions on themes related to social studies curriculum, history teaching, global issues and the integration of Aboriginal perspectives. Also, the BEF consultant continued to participate in the Aboriginal Academic Achievement grant review process.

The BEF continues to serve as liaison to participating French immersion and Français schools in the activities of the UNESCO Associated Schools Project Network.

Special Projects

Workshops were offered to teachers and guidance counsellors in support of the implementation of career development programming and available resources. In addition, a session on the electronic Career Cruising service was offered to the education community and to government and non-government agencies working with youth and adults. The BEF also participated in two career fairs organized by the DSFM and the Conseil de développement économique du Manitoba (CDEM).

The BEF curriculum consultant also worked with ICAB colleagues to review the current Career Development courses (4 courses of 1 credit each) and redevelop them into ½ credit courses, offering even more options to schools. This work will continue in the 2014/15 school year.

The BEF registers School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) developed by Français and French Immersion schools. The BEF also supports schools that develop SICs by providing technical assistance.

The following documents were published in the 2013/14 school year:

- *Éducation Manitoba*, a newsletter for the education community published by the BEF (twice yearly);
- French version of Evaluating Out-of-Province Course Completions for Senior Years Credits (*Obtention de crédits du secondaire – Évaluation des cours complétés à l'extérieur du Manitoba*);
- French version of: Recognition of Special Language Credit Option (*Crédits spéciaux de langue : lignes directrices et guide administratif pour les écoles de la 9e à la 12e année*);
- French version of the Manitoba Text Book Bureau Catalogue; and
- *L'enseignement technique et professionnel : un survol.*

A close partnership has been established with the Division scolaire franco-manitobaine to support the development of a technology education program. During 2013/14, the consultant translated, adapted and revised a second course for this programming: Fundamentals to Carpentry (*Principes de base en charpenterie*). This course will be offered to Grade 10 students from the 2013/14 cohort in partnership with Manitoba Institute of Trades and Technology (MITT) (formerly: Winnipeg Technical College) in the 2014/15 school year. Three other courses are presently in translation and will be adapted and revised by BEF. These courses will be for the Carpentry program at the Grade 11 level.

The BEF participated in the following initiatives:

- Reviewing grant applications or plans for career development and technology education;

- Supports for the Learning to Age 18 Regulation implementation; and
- The Manitoba Career Development Strategy.

Professional development

The *Coup d'œil sur l'année* website allows school personnel to register for many of the workshops offered by the BEF. The online registration is supported by the BEF employees who maintain the website, promote the professional learning workshops, and handle all related communication with the education community. In consultation with DSFM, French Immersion and French divisional consultants, the BEF provides teachers' professional learning workshops related to curriculum assessment and implementation.

The BEF continues to support the Collabaunord initiative in providing professional learning to French Immersion schools and English Program schools offering French courses in northern and northwestern Manitoba. The goals are to build communities of professional learners, foster closer co-operation between schools in these regions, and give new momentum to the French Immersion program and Basic French courses. The project continued in 2013/14 with visits by the BEF curriculum consultants to Swan River, Dauphin, The Pas, Flin Flon and Thompson.

Sustainable Development

The BEF continued to offer interdisciplinary workshops to schools on the topic of Education for Sustainable Development (ESD) as requested by schools. The BEF supports ongoing education for sustainable development projects (ex: grant and recognition programs, ESD leadership committee, ESD publications and website as well as professional development). In 2013/14, BEF consultants were invited to the Université de Saint-Boniface Education faculty to share on Sustainable Development and its impact on curriculum and teaching practice.

The BEF continues to collaborate with the School Programs Division on ESD hydro grants and categorical grant reporting as well as the Eco-Globe Schools recognition program. The BEF continues to add educational resources to the French ESD website and responds to schools' questions about integrating ESD into teaching and learning.

The BEF continues its collaboration with the Groupe d'éducation et d'écosurveillance, a water monitoring and education group, to train teachers and people working in the field of the environment and enable them to participate in the Adopt a River project. This project is an environmental awareness and education program that focuses on issues affecting the aquatic environment. In this program, students observe waterways and gather data to assess their health. The students' findings can then be shared by posting it to a website.

The Branch continues to strive to effectively incorporate the concept of sustainable development into its annual planning process.

By reducing the use of paper and other office supplies, the Branch is working toward reducing waste. The Branch only uses recycled toner cartridges and paper. The Branch continues to encourage employees to use more environmentally-friendly methods of transportation such as cycling, car-pooling, public transit, walking, etc. To further minimize paper use and travel, employees are strongly encouraged to use electronic methods of communication.

3 (b) Curriculum Development and Implementation

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	953	15.50	1,442	(489)	1
Other Expenditures	803		382	421	2
Total Sub-Appropriation	**1,756**	**15.50**	**1,824**	**(68)**	

1. *Under expenditure mainly reflects costs for seconded salaries budgeted in Salaries but paid through Other Expenditures (16-3b-2) and for savings as a result of Voluntary Reduced Workweek.*

2. *Over expenditure mainly reflects costs for seconded salaries budgeted in Salaries (16-3B-1), but paid to school divisions from Other Expenditures.*

Educational Support Services

On an ongoing basis, the Educational Support Services Branch is responsible for the following activities related to French-language education in Manitoba:

- To collect data annually from school divisions and schools offering French-language education in order to identify trends related to French-language education in Manitoba;

- To develop and implement policies and guidelines to promote, support and ensure continued progress with respect to French-language education in Manitoba based on observed trends and in collaboration with the school community and education stakeholders;

- To develop and implement the Department's assessment policies and related projects for school divisions and schools offering French-language education, as well as other assessment projects;

- To review issues within the scope of *The Public Schools Act* with respect to French-language education in Manitoba in order to support the school community in interpreting and enforcing this legislation.

In 2013/14, the Educational Support Services Branch maintained or initiated the following activities:

Statistical analysis
The Branch

- collected and analyzed data on student enrolment and other related educational areas for both Français and French Immersion Programs, as well as for French courses within the English program. This data was used to determine the French Language Education categorical grant for each school division, to create performance indicators required in the analysis of accountability measures for the Canada / Manitoba Agreement to support French-language education, and to provide stakeholders with various trends and detailed information on numerous issues related to French-language education in Manitoba. More specifically, French enrolment data, broken down by grade and entry point, was provided to the national office of the Canadian Parents for French; and Français schools, French Immersion schools and French courses enrolment data broken down by grade and gender was passed on to Statistics Canada. The Branch also carried out a number of statistical analyses in response to a variety of different special requests and worked closely with branches within the BEF division to efficiently tailor target mailings to specific client groups within the educational system.

- established statistics on student performance in French literacy at Grades 3, 8 and 12 for the Français Program and at Grades 4, 8 and 12 for the French Immersion Program. Schools and school divisions were provided with reports on their students' performance, which also included provincial averages and/or pass rates. Provincial results are posted on the Department's website.

Promotion and provision of support services for the implementation of policies and guidelines

- Four one-day meetings were held with educational partners and divisional consultants responsible for the French Immersion Program and French courses (English program). These meetings focused mainly on the philosophy of French Immersion, teaching critical thinking skills, French oral communication skills and the development and implementation of the newly developed outcome reports for the French Language Education Review, for both the French Immersion Program and the French Courses within the English Program.

- Presentations of the critical thinking skills project, *Touchstones Discussion Project*, were given at the Conférences d'automne held in October 2013 in Winnipeg, the Association canadienne des professeurs d'immersion's (ACPI) national conference held in November 2013 in Calgary, and at the ÉFM's Symposium held in February 2014 in Winnipeg.

- Development and piloting of an outcomes report and a review process for the *French Language Education Review — French Immersion Program* was done with one school division and their three French Immersion schools. The BEF met with the superintendent and the principal from each school to present the project and launch the pilot process. A follow-up visit to discuss the Divisional Profile, which consists of the compilation of the information provided by schools, was held. An outcomes report and a review process for the *French Language Education Review — French Courses within the English Program* have also been developed. Three school divisions were also consulted throughout the development of the outcome reports and review process.

- The Branch continued working with the northern Manitoba school divisions (Collabaunord) in order to further implement their strategic plan for French-language education in their schools, and participated in the Association manitobaine de directrices et des directeurs des écoles d'immersion française (Manitoba Association of Immersion Principals) meetings. The Branch also addressed the concerns of parents, educators and educational partners on a one-to-one basis.

Develop, co-ordinate and support the implementation of projects related to the provincial assessment program as well as strategic practices and educational resources to promote student literacy

The Branch

- developed and administered the Français Language Arts Grade 12 standards tests for both the Français and the French Immersion Programs. A total of four tests were developed, and four tests were administered.

- provided support to schools with respect to the assessment of:
  - reading in French at the start of Grade 3 in the Français Program and at the start of Grade 4 in the French Immersion Program;
  - reading comprehension and expository writing in French mid-Grade 8 for both Français and French Immersion Programs;
  - student engagement mid-Grade 7 for both Français and French Immersion Programs.

- completed the *Manitoba Provincial Report Card Policy and Guidelines* in collaboration with the Instruction, Curriculum and Assessment Branch as per the Oversight Committee and senior staff recommendations, and facilitated the second year implementation of the provincial report cards for Français and French Immersion schools;

- implemented French speaking skills practice and related assessment tools for the French Immersion program;

- implemented the *Touchstones Discussion Project*. This project's main focus is the development of critical thinking skills, but it also provides a forum for the development of French speaking skills;

- gave workshops related to assessment practices upon request from the field.

Excellence in Teaching Minister's Awards
The Branch promoted the 2013/14 *Excellence in Teaching Minister's Awards* program, selected recipients and organized the awards' ceremony.

Enforcement of and adherence to *The Public Schools Act* in the school community
The Branch reviewed issues related to *The Public Schools Act* involving Français and French Immersion schools.

Sustainable Development

The Branch continues to work with the School Programs Division on the maintenance and enhancement of web-based applications for communicating and sharing information related to the assessment projects in order to maximize human and financial resources and cut down on paper use. In addition, e-mail is used for communications with committee members and schools.

Most published documents are posted on the Department's website and a letter is sent to the field informing them of such. The Branch only uses recycled toner cartridges and paper. Employees are encouraged to place used paper, glass bottles and aluminum cans in recycling bins.

The Branch encourages employees to use more environmentally-friendly means of transportation such as cycling, car-pooling, public transit, walking, etc. In addition, in an effort to limit travel, most of the Branch's meetings were held at the Robert Fletcher Building. Information and communication technology (audio- and video-conferencing) is also favoured in order to minimize travel.

3 (c) Educational Support Services

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	891	14.50	1,371	(480)	1
Other Expenditures	609		258	351	2
Total Sub-Appropriation	**1,500**	**14.50**	**1,629**	**(129)**	

1. *Under expenditure mainly reflects costs for seconded salaries budgeted in Salaries but paid through Other Expenditures (16-3c-2) and for savings as a result of vacancies and maternity leave.*

2. *Over expenditure mainly reflects costs for seconded salaries budgeted in Salaries (16-3c-1), but paid to school divisions from Other Expenditures.*

Official Languages Programs and Administrative Services

The Official Languages Programs and Administrative Services Branch administers BEF's financial assistance programs and is also responsible for the preparation, co-ordination and administration of the budget and the administrative and secretarial services for the Division.

On March 5, 2014, the governments of Manitoba and Canada renewed the Canada-Manitoba Agreement for Minority-Language Education and Second-Language Instruction for 2013/14 to 2017/18. Under this agreement, both governments will cost share the initiatives listed in Manitoba's multi-year action plan. Canada's financial contributions will be a maximum of $12,315.2 annually or up to $61,576.0 during the five-year period ending in the 2017/18 fiscal year.

In addition to the action plan, the Government of Manitoba and the Government of Canada may cost share complementary initiatives through auxiliary agreements over the duration of this agreement if requested by Manitoba.

Within the framework of the agreement, the Branch collaborated with the Council of Ministers of Education, Canada on the implementation of national programs funded by Canadian Heritage (Odyssey, Explore and Destination Clic). Twelve post-secondary students were hired to work as language assistants in public schools in Manitoba through the Odyssey program. Approximately 20 students from Manitoba were assigned similar postings outside the province.

Through the Explore and Destination Clic programs, 280 students from other Canadian provinces came to Manitoba to study French or English as a Second Language, and 237 Manitoban students went to Quebec and other provinces for summer courses to improve their French and broaden their knowledge of French culture.

More than 54 school divisions, universities, independent schools and non-government organizations received financial support to develop and implement innovative educational and cultural initiatives, to broaden the application of existing programs, and to respond to specific needs in the area of French-language education in Manitoba.

The Branch participated in 11 projects for students and teachers under the Quebec–Manitoba Agreement. Students enrolled in the post-baccalaureate and master's degree programs in Education at the Université de Saint-Boniface (USB) attended a summer institute in Quebec. A Manitoba writer participated in an author exchange with a writer from Quebec. In addition, 8 students from Manitoba were paired with 8 students from Quebec for a six-month exchange consisting of a three-month stay in each province.

The Branch also administers a bursary program enabling teachers and students to pursue studies in French. A total of 456 post-secondary students commenced or continued university studies in French in the past year, and 169 teachers who teach in French upgraded their linguistic or pedagogical skills through summer courses at the USB or another Canadian post-secondary institution.

Sustainable Development

The Branch continues to implement the awareness-raising, purchasing and consumption reduction measures set out in its sustainable development action plan. In particular, the Branch has maintained its policy regarding the purchase of recycled materials and local economic development.

3 (d) Official Languages Programs and Administrative Services

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	926	18.00	1,019	(93)	
Other Expenditures	839		837	2	
Assistance	3,392		3,597	(205)	
Total Sub-Appropriation	**5,157**	**18.00**	**5,453**	**(296)**	

Library and Materials Production

The French Library and Materials Production Branch (DREF) is the only centre in the province with a comprehensive selection of French-language educational resources, in various formats, that offers information and library services to K–12 educators of the Français and French Immersion programs, and of French courses (English program). DREF's clientele includes departmental staff; school division curriculum consultants; professors and student teachers from the Université de Saint-Boniface, the University of Manitoba, the University of Winnipeg, and the University of Brandon faculties of education; parents enrolled in the French Home Schooling program; and other stakeholders in the school system. Through its library outreach program, the Branch delivers its services to rural and northern Français and French Immersion schools. The production centre develops digital content and resources to support curricula and the BEF's assessment unit.

The objectives of the Branch are to:

- provide leadership and professional support in the selection, development and use of all French educational resources;
- provide leadership and professional support, including conducting a variety of workshops in the area of new technologies and media as an integral part of the teaching and learning process;
- conduct a variety of promotional activities to ensure educators are aware of all the resources and services available to them, so that they may feel more at ease and equipped to deliver their curricula;
- provide library and information services and resources to educators in order to support overall: K–12 curriculum implementation, student learning, assessment and performance; pedagogical research and professional learning; and the enrichment of school libraries;
- research, select, acquire, catalogue and distribute resources (physical and digital) for use in response to needs expressed by teachers, curriculum consultants, and various stakeholders;
- duplicate and distribute materials from other jurisdictions for which the Branch has obtained authorization for Manitoba schools;
- produce new digital resources to support implementation of curricula and BEF's assessment activities;
- provide a library outreach program to the Français and French Immersion rural schools;
- pursue the development of partnerships with French educational organizations and suppliers of educational content, to maximize the Branch's financial and human resources, and hence support the schools and school divisions in the use of their own resources.

Library

The library's primary purpose is to circulate the tens of thousands of print and non-print resources in its collection, and to provide library and information services. The library provides services to support the implementation of the K–12 curricula, research in education, and professional learning geared to the needs of K–12 educators.

In 2013/14, the primary focus of the resource centre was the promotion of its new content management system, along with its integrated library system, including all of its new functionalities. This technology now offers French educators, across the province, access to thousands of streamed videos, teacher guides, and other digital content. TFO (Ontario's French Educational Television Network), ONF (French wing of the National Film Board), Radio-Canada and eduMedia are the major contributors of these wonderful and content-rich resources.

Throughout 2013/14, DREF lent 61,871 items, not counting the number of videos and digital resources viewed via streaming, to more than 4,200 active clients. The reference desk answered 1,746 requests for information, and introduced clients to its online digital content, catalogue search, reservation, and renewal services. Clients used the on-line reservation service to make 1,237 additional requests and to reserve 4,553 additional items. The circulation desk prepared 5,083 packages, 1,821 of which were sent out via Canada Post and 3,262 by divisional courier. The technical service unit recorded 3,872 acquisitions (not including digital resources). Radio-Canada's new educational portal, curio.ca, was negotiated and licensed for all of DREF's Français and French immersion teachers. One hundred custom-made video clips were created in partnership with Les Productions Rivard and Heritage Canada.

The library provided support services to school libraries, including assistance in the selection of educational materials. It offered consultations on issues such as cataloguing and new technologies. Through the Web Export service, customized bibliographic records were delivered to several school libraries in Manitoba, thus school divisions saved time and resources.

The library co-ordinator and the librarian (assigned to Basic French clientele) offered 20 workshops off site, and set up 12 resource displays to support the delivery of curricula. They also conducted 31 tours of DREF. The library co-ordinator and the librarian provided support to approximately 813 educators and 187 students from various Education faculties.

The reading clubs initiative, aimed at promoting French literature, continued at the K–9 levels in the Français and French Immersion schools. More than 6,477 participant ballots were received and thanks to the support of three community sponsors, prizes were awarded during monthly draws.

In order to encourage students taking French courses in the English program, an initiative entitled *Le Passeport Culturel* was continued; 543 students participated in various cultural activities, and prizes were awarded as well.

In partnership with Communication Jeunesse, the DREF welcomed an author from New Brunswick, and organized 8 school presentations in 3 different Français and 5 French Immersion schools. Approximately 190 students along with 9 teachers participated.

Through the *Manitoba-Quebec Agreement for Co-operation and Exchange*, a second author was invited to visit Manitoba schools. The author visited 10 Français and French Immersion schools for a total of 14 literary presentations, to approximately 320 students and 13 educators. Quebec reciprocated with the invitation of a Manitoba francophone author.

Production Centre

This unit responded to a total of 74 DVD requests, for a total production of 505 DVDs, and responded to 7 CD requests, for a total production of 14 CDs.

Library Outreach Program

Through the library outreach program, the two teacher co-ordinators provided support to approximately 1,277 educators throughout 65 schools in the rural and northern areas. They also attended conferences, gave mini workshops, and promoted their resources at the *Éducatrices et éducateurs francophones du Manitoba conference (October 2013)*, and the *French Immersion Conference (February 2014)*. Furthermore, in order to respond to an urban need, the two teacher co-ordinators also visited, for the first time, 25 urban schools. Throughout the visits, an emphasis was placed on the integration of new technologies, including access to online video streaming from educational portals, such as TFO, Radio-Canada and l'ONF.

Sustainable Development

The Branch continued to incorporate the concept of sustainable development into its annual planning process. Digital educational resources were further incorporated into the integrated library system, in order to facilitate access, reduce client wait time, and further reduce paper and postage that would normally be required if mailing out DVDs. Late slips, overdue notices, invoices, and various communications to clients continued to be sent out by e-mail, therefore eliminating to a large extent the paper and envelopes required.

To support the local economy and build capacity for specialized skills, a project with our local French producer Les Productions Rivard and Heritage Canada was initiated and completed. One hundred video clips were produced to support the delivery of the Social Studies and Science curricula.

To support French teachers province-wide in building cultural identity, a project was initiated and completed with *La Fédération Canadienne des enseignantes et enseignants* (French wing of the Canadian Teachers Federation). The resulting teacher guides, that accompany *Identité 2.0*, a French television series airing with TFO, were posted online not only for Manitoba teachers but shared with French teachers across the various provinces. This was a small initiative that had many positive ripple effects.

Recycled paper and printer cartridges were used to cut down on waste. Electronic communication and teleconference calls were encouraged whenever possible, to reduce travel expenses.

The Branch continued to encourage employees to use more environmentally-friendly methods of transportation such as cycling, car-pooling, public transit and walking.

Wherever possible, the Branch placed its purchase orders and requests for services with local Francophone businesses and bookstores.

3 (e) Library and Materials Production

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	739	12.00	638	101	
Other Expenditures	308		271	37	
Total Sub-Appropriation	**1,047**	**12.00**	**909**	**138**	

Education and School Tax Credits

Education Property Tax Credit

The Education Property Tax Credit provides income-related assistance to homeowners and tenants based on occupancy costs and income. Most homeowners receive the basic $700 credit as a reduction on the municipal property tax statement. This is known as the Education Property Tax Credit Advance. Tenants and homeowners who have not received the Advance, and anyone who is entitled to an additional, income-tested amount, can claim this refundable credit on their annual income tax return. The objectives of the credit are to provide income tax relief to all Manitobans, and to provide an additional tax reduction for those with lower incomes.

4 (a) Education Property Tax Credit

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Education Property Tax Credit	323,441		324,330	(889)	1
Total Sub-Appropriation	**323,441**	**0.00**	**324,330**	**(889)**	

1. *Under expenditure relates to the Seniors School Tax Rebate which is being implemented over a three-year period rather than the two year implementation period used to derive the budget.*

School Tax Assistance for Tenants and Homeowners (55+)

This program provides income-related assistance to homeowners and tenants who are 55 years of age and over, based on occupancy costs and income. The objective of this program is to reduce the amount of education property tax paid by lower-income Manitobans over 55 years of age.

4 (b) School Tax Assistance for Tenants and Homeowners (55+)

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
School Tax Assistance for Tenants and Homeowners (55+)	757		1,110	(353)	1
Total Sub-Appropriation	**757**	**0.00**	**1,110**	**(353)**	

1. *Under expenditure reflects a reduced uptake compared to that projected in the budget for this income-tested tax assistance program.*

Support to Schools

Schools Finance

The objectives of the Branch are to provide operating and capital funding to Manitoba's public school divisions in a timely and effective manner through the Funding of Schools Program; to provide operating funding to independent schools in order to meet government's obligations for the funding of independent schools; to provide support and assistance relative to the administration, funding, management and audits of school jurisdictions; to ensure the maintenance of a relevant financial and funding framework and appropriate financial accountability mechanisms for Manitoba school divisions; to provide accounting, financial and administrative support to The Public Schools Finance Board (PSFB) to assist the Board in carrying out its responsibilities for the capital support program; and to provide funding to various educational organizations in support of educational projects, specialized educational services or activities that enhance the quality of education for K-12 students in Manitoba.

The Branch released the public school FRAME report for the 2011/12 financial statements and 2013/14 budget, and the September 30, 2013 Enrolment Report. The Branch also released the independent school FRAME report for the 2011/12 financial statements.

The Branch is represented on various departmental committees, such as the Advisory Committee on the Funding of Schools Program, the FRAME Committee and the Departmental Renewal Strategy Committee.

The Branch provided financial analysis in the areas of public school funding for the 2014/15 school year (announced January 30, 2014) and education taxation. They also provided assistance to school division and independent school personnel as required.

Regulations respecting the calculation and payment of grants to public school divisions and Special Revenue School Districts under the Funding of Schools Program for the 2012/13 school year were completed.

The Public Schools Finance Board was provided with support regarding financial and administrative matters on a regular basis and at other times when required or requested, including the issuance of debentures for capital construction. In March 2009, government announced $310 million for new capital construction for four years from the 2009/10 school year to 2012/13 school year. This was subsequently increased to $362.2 million over that period. For the fiscal year ended March 31, 2014, 116 debentures were issued for a total of $138.10 million for both new and previously approved projects including $1.7 million for Family Choices.

Independent schools are monitored through the submission of financial statements as required by regulation. Branch staff continued to work closely with other areas of the Department and with independent schools to ensure that all requirements of *The Public Schools Act*, regulations and policy were met.

Sustainable Development

The Schools Finance Branch has made progress in implementing a number of activities identified in their Sustainable Development Procurement Action Plan. Such actions include the use of recycled paper and recycled toner cartridges in the fax machine and printers, as well as recycling the empty toner cartridges. The Branch has dedicated one printer for using scrap paper for printing "draft" documents, and makes an effort to re-use supplies where possible, such as old file folders and binders. Staff also make use of alternative communication tools to reduce the amount of paper used. For example, information on Summary Budgeting and Reporting is posted on the Internet; provincial grants are paid to school divisions and independent schools through electronic funds transfer; funding calculations are e-mailed to school divisions; property assessment and Education Support Levy calculations are e-mailed to municipalities; and a variety of information documents including the annual FRAME and Enrolment reports are posted on the Internet. Also on the Internet are a number of forms used by school divisions, independent schools and municipalities including funding-related forms, and tax collection and remittance forms. Branch staff direct interested parties to the Internet to view and/or download these documents.

5 (a) Schools Finance

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	1,137	14.50	1,137	0	
Other Expenditures	132		142	(10)	
Property Assessment	3,185		3,185	0	
Total Sub-Appropriation	**4,454**	**14.50**	**4,464**	**(10)**	

Education Administration Services

The mandate of the Education Administration Services Branch (EAS) is accomplished through the work of the following five areas:

- Administration Services: maintains an effective legislative, regulatory and policy framework for K-12 and post-secondary education; co-ordinates and communicates both legislation and regulation review and revision and new or amended educational administration requirements; supports a network for province-wide education research; supports the class size initiative for all Kindergarten to Grade 3 public schools; supports the Minister and Deputy Minister of Education and Advanced Learning on Council of Ministers of Education, Canada (CMEC) and Advisory Committee of Deputy Ministers of Education, Canada (ACDME) activities and issues; and provides support to educational statutory and non-statutory boards and commissions.

- Pupil Transportation: ensures a safe, efficient and economical pupil transportation system.

- Professional Certification: certifies a qualified teaching force for Manitoba's schools.

- Student Records: collects and maintains a comprehensive database on Senior Years students' final marks for the Province and issues official transcripts based on these records.

- Translation Services: provides and co-ordinates translation and French Languages Services for Manitoba Education and Advanced Learning.

Administration Services

Administration Services co-ordinates the development and revision of K-12 and post-secondary education legislation as defined by the statutes for which the Minister of Education and Advanced Learning has responsibility for.

The Branch fulfills an advisory and consultative support role to the Department, school divisions, schools, and the public on matters related to education administration, legislation and their supporting regulations and on the education system in general.

Administration Services provides research, information and prepares correspondence for the Minister and Deputy Minister on a wide array of topics related to educational administration (including the provincial school calendar).

The Branch monitors the administration of Manitoba Education Research Network (MERN) which includes planning and research activities to advance priorities of Manitoba's K-12 education system, provides support for pan-Canadian education data activities and represents Manitoba (post-secondary education and adult learning) on the Strategic Management Committee of the Canadian Education Statistics Council.

Administration Services gives leadership and support to the provincial Oversight Committee, comprised of representatives from education stakeholder organizations, which is providing advice and recommendations to the Department on the multiple policy elements related to K-3 class size initiative. EAS liaises with executive members of education organizations, superintendents of school divisions, and school administrators on matters related to the K-3 class size initiative.

The branch also co-ordinates appointments to a number of statutory and non-statutory boards and commissions. Please refer to the section on Statutory Boards and Commissions for more details.

Major Activities and Key Accomplishments during 2013/14:

- Effective support to the Minister and Deputy Minister concerning educational administration policy implementation considerations and the development of statutes, regulations and policies. Much time was spent responding to the high volume of requests for advice and in meeting a wide array of consultative expectations which the Unit answered in writing, in person and by telephone.

- New legislation was introduced related to the areas of bullying and respect for human diversity, the authorization of cost-sharing partnership between public schools and private sector organizations and establishment of the Manitoba Institute of Trades and Technology (MITT) (formerly: Winnipeg Technical College) as a stand-alone entity, which will provide both secondary and post-secondary vocational training. EAS led with the Provincial Oversight Committee in the development of a new provincial code of conduct that sets out a range of appropriate disciplinary consequences that all schools are required to follow. New school safety enhancements were introduced; among them, that all schools practice at least one lockdown drill each term or semester.

- Increased MERN engagement with education stakeholders to support research activities, which result in improved quality of education in Manitoba's schools.

- Effective administrative support and advice to the Oversight Committee to assist it in reviewing and developing policy recommendations supporting implementation of the K-3 class size initiative. EAS co-ordinated the review and assessment of operating and capital funding needs.

- Effective support to the Minister and the Deputy Minister in semi-annual meetings of CMEC and ACDME and in pan-Canadian education data activities.

Pupil Transportation

The Pupil Transportation Unit (PTU) supports the safe, efficient, and economical operation of the pupil transportation (school bus) system in Manitoba. It operates out of offices in Winnipeg and Brandon.

PTU maintains an inventory of school bus vehicles owned and contracted by Manitoba's school divisions. As of February 2014, there were 2,038 school buses in service.

PTU maintains a registry of all certified school bus operators, and continues to issue School Bus Operator's Certificates to newly qualified school bus drivers trained by certified instructors. In 2013/14, 334 certificates were issued.

Each year PTU performs rotational audits of a number of school divisions to ensure their transportation systems are in compliance with *The Public Schools Act* and its Regulations, local policy, and with best practices for the safe transportation of students. Upon completion of an audit, PTU provides the school division with an Evaluation Report which identifies its strengths and areas of concern. Where policy and practices may be lacking, corrections or adjustments for compliance are suggested. Follow-up communication with the school division one year after issuance of the Evaluation Report ensures that appropriate actions have been taken.

PTU provides training and seminars for transportation supervisors, school bus driver instructors, and school bus service technicians; and assists school divisions in developing preventive maintenance programs.

The Unit arranges purchase tender of new school buses by school divisions participating in the centralized process; develops school bus vehicle purchase specifications; and performs quality control inspections of new buses prior to acceptance of delivery to ensure, through quality control initiatives, that manufacturers' school bus units meet requirements. In addition, pilot model reviews and plant audits are conducted at manufacturing plant locations.

PTU acts as liaison between school bus manufacturers and school divisions with respect to defective equipment/warranty issues. Information collected about defective parts or manufacturing is collated and stored in a database which is then shared with manufacturers. PTU receives reports of all school bus accidents in Manitoba whether major or minor, maintains the reports in a database, and will investigate serious accidents or those resulting in major injuries.

Major Activities and Key Accomplishments during 2013/14:

- PTU acts as a resource to school division pupil transportation operations on driver and ridership training through inservicing, information on the Unit's website, and through its newsletter, *The Signal*.

- In order to enhance preventive maintenance initiatives, school bus service technician training seminars are conducted annually on a range of topics. The two-day seminar is held in both Brandon and Winnipeg. A total of 110 service technicians attended the 2013/14 school bus maintenance sessions.

- The 2013 School Bus Safety Week theme *"At My Stop - You Stop"* served as a reminder to the motoring public of the requirement for motorists to stop for a school bus that has its red loading lights flashing and stop arm extended. A PowerPoint presentation on school bus safety was developed by PTU and placed on its website to assist school division personnel with delivery of the school bus safety message.

- One school bus transportation audit was conducted in 2013/14.

- PTU's Senior Field Officer is an active member of the Canadian Standards Association's (CSA) D250 Technical Committee on School Buses. The new version of The School Buses Standard D250-12 that includes, for the first time in one document, specifications for Transportation of Persons with Physical Disabilities (extracted from CSA Standard D409) became effective June 2013. PTU staff developed a specialized course focusing on transportation of special needs students. To date, staff from three school divisions and one school bus contractor have received this instruction.

- 22 of 37 school divisions participated in the 2013 centralized school bus tender process, leading to the purchase of 59 school buses.

- All new school buses, whether purchased through the central tender process or outside of it, are subject to a final acceptance inspection performed by PTU inspectors prior to entering into service. In 2013, a total of 144 new school bus vehicles were inspected. The Unit communicates with staff from Manitoba Public Insurance (MPI) and Manitoba Infrastructure and Transportation (MIT) with regard to the annual inspection of 10% of Manitoba's school bus fleet.

- Transport Canada recently released information indicating that approximately 58% of school bus recalls across Canada have not been addressed. PTU has facilitated a significant reduction in recalls in Manitoba school buses by emphasizing to school division transportation supervisors the importance of addressing the recalls, and by informing them of recall procedures. Currently, the percentage of outstanding recalls has been reduced significantly and more closely reflects only recently published recalls which continue to be addressed and will be corrected within an acceptable timeframe.

Professional Certification

The Professional Certification Unit ensures a qualified teaching force through certification of professional personnel (teachers, clinicians, co-ordinators and principals) in Manitoba's school system. Assessment of education credentials to certify professional personnel in the school system and evaluation of approved work experience for salary classification are conducted for applicants from either in or out-of-province.

Approximately 18,000 computerized active teacher files were maintained and updated by staff who were also involved in gathering the various pieces of information needed to support the Teacher Professional Personnel (TPP) data base.

The Unit conducts and manages an annual collection of educational and other information from schools and divisions, and produces an annual comprehensive provincial directory of all schools and school divisions in Manitoba.

The unit also administers the Teacher Education and Certification Committee (TECC) and provides assistance to the Certificate Review Committee (CRC). Please refer to Statutory Boards and Commissions below for more details.

Major Activities and Key Accomplishments during 2013/14:

- The Unit processed about 3,000 requests for certification, including requests from outside the Province, during 2013/14 fiscal year. Teaching certificates were issued to 692 education graduates. Another 267 Canadian applicants were certified through the Agreement on Internal Trade (AIT) and 131 Internationally Educated Teacher applicants were also certified. In addition, 99 School Clinician certificates, 93 Special Education certificates, 15 Special Education Coordinator certificates, 85 Level 1 School Administrator and 26 Level 2 Principal Certificates were granted among other teacher certification services. The unit processed 310 statements of standing, 384 reclassifications, 175 duplicate certificates requests, 293 name changes and 386 limited teaching permits and 493 Graduates Limited Teaching Permits.

- Timely and accurate production of an annual comprehensive provincial directory of all schools and school divisions in Manitoba identifying the number of teachers and students in each school, the program offerings and contact information, as well as provision of school-based data to other departmental branches and to external users.

- The Unit responded to approximately 12,300 queries received from within Manitoba plus approximately 9,000 calls from outside Manitoba and Canada.

- The Unit also co-ordinates a teacher exchange program. Seven applications were processed and one completed match was found.

Student Records

The Student Records Unit collects and maintains records of Senior Years students' final marks for the Department and issues official transcripts upon request based on these records.

The Unit supports the student registration system by assigning Manitoba Education numbers to students entering the Province/school system during the school year and after September 30.

Major Activities and Key Accomplishments during 2013/14:

- A total of 1,786 regular high school transcripts in response to requests were issued during 2013/14 fiscal year.

- The Unit collected high school credits for over 65,000 students. It also maintains over 180,000 student identification numbers (MET#).

Translation Unit

The Translation Unit ensures compliance with Government policy on French Language Services (FLS), provides support in the production of bilingual publications and co-ordinates departmental translation requests for Manitoba Education and Advanced Learning.

Major Activities and Key Accomplishments during 2013/14:

- The Translation Unit facilitated communication of departmental program and policy thrusts by co-ordinating the translation and proofreading of numerous documents including: curriculum documents, funding material, Public Schools Finance Board material, Manitoba Student Aid material, Early Years Education material, Provincial Standard Tests material, Education Manitoba articles, newsletters and policy implementation documents such as Respect for Human Diversity: A Support Document for Manitoba School Divisions and Independent Schools in Developing Human Diversity Policies, Safe and Caring Schools - Taking Action Against Bullying: A Support Document for Manitoba School Divisions and Independent Schools, and the PrevNet Pocket Guide to Bullying Prevention.

- This year, 2,129 pages were translated externally. Staff of the Translation Unit translated, researched and proofread 1,462 pages. In total, the Unit processed 3,591 pages for Manitoba Education and Advanced Learning, coordinated interpretation services and provided assistance in terminological research.

- To fulfill the mandate of the French Language Services Policy, the Coordinator of the Translation Unit delivered two training sessions on the concept of active offer to both the Council on Post-Secondary Education staff and the Professional Certification and Student Records Unit staff.

- To maintain its efficiency and productivity, the Unit acquired the latest version of the professional translation software, Studio 2014. As well, a member of the Translation Unit participated in a one day workshop focused on the difficulties caused by syntax in translation (*Embûches de la syntaxe en traduction)*. These activities helped staff meet the high demand of French Language Services, more particularly in the area of translation services, thus improving on the simultaneous dissemination of public documents.

Statutory Boards and Commissions

The Education Administration Services Branch co-ordinates appointments to a number of statutory and non-statutory boards and commissions that are convened by legislation under *The Public Schools Act*, *The Education Administration Act* and other statutes for which the Minister of Education and Advanced Learning has responsibility. It also provides for the payment of expenses incurred in the operation of these boards and commissions. The Branch is directly responsible for the following boards and commissions:

Teacher Education and Certification Committee (TECC)

In December 2002, the Minister of Education and Youth created the Teacher Education and Certification Committee. The role of TECC is to make recommendations to the Minister on matters pertaining to teacher training programs and teacher certification. TECC met three times this year.

During 2013/14, the Committee focused on an array of matters referred to it for recommendation: among them, changes in requirements for School Administrator certification and the development of recommendations for the Minister in response to some of the recommendations made by the Office of the Manitoba Fairness Commissioner (OMFC) arising from its review of the Professional Certification and Student Records Unit (PCSRU). A subcommittee of TECC, supported by EAS, is working on the development of a new model of Administrator Certificate qualifications.

Provincial Evaluation Committee

Upon request, the Provincial Evaluations Committee reviews decisions made by the Professional Certification Unit pertaining to certification, salary classification and other issues with which the Unit is involved. The Committee did not meet this year.

Certificate Review Committee

The Certificate Review Committee, established under s. 5 of *The* Education Administration Act, investigates and reports on cases in which a teacher's certificate is to be reviewed for cause. The Committee hears cases in which a teacher's or clinician's credentials are referred for review by the Minister of Education and Advanced Learning and subsequently the Minister will then make decisions with respect to continued certification. There was one hearing in June 2013.

Board of Reference

The Board of Reference, established under s. 8 of *The Public Schools Act*, decides on matters related to the alteration, formation and dissolution of school division/district boundaries. It deals with requests for land transfers between divisions, creation of wards within divisions and districts, trustee representation, dissolution and amalgamation of school divisions and districts, and enactment of regulations defining school division and district boundaries. The Board held six hearings during the 2013/14 fiscal year.

Advisory Board

The Advisory Board, established under sections 10-17 of *The Education Administration Act*, makes regulations with respect to religious exercises/patriotic observances and considers other matters as referred to it by the Minister of Education and Advanced Learning. The Board did not meet this year.

Sustainable Development

Staff in both urban and rural offices continue to meet the government's sustainable development goals through recycling opportunities, reducing the amount of paper usage and utilizing electronic communication whenever possible. To help meet the Department's goal of reducing fossil fuel emissions, a decrease in the use of vehicles for government business has been encouraged by car pooling to meetings and teleconferencing.

The Pupil Transportation Unit also gives consideration to environmental and economical concerns for new buses by acquiring more fuel-efficient buses through the central purchase process.

With respect to Manitoba's Aboriginal Procurement Initiative, the Branch will, where possible, purchase goods and services from Aboriginal vendors in an effort to increase their participation and to support community economic development.

5 (b) Education Administration Services

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	1,788	27.50	1,756	32	
Other Expenditures	651		670	(19)	
Total Sub-Appropriation	**2,439**	**27.50**	**2,426**	**13**	

Schools Information System

The Schools Information System (SIS) provides project management, consulting and business analysis support for technology and innovation initiatives related to the K-12 administrative environment. The primary application within the Schools Information System is the Education Information System (EIS). EIS consists of a series of modules providing a corporate database of K-12 educational information to assist the Department and the field in delivering operational programs, ensuring effective program management and assessing educational accountability. The Innovative Technology Services (ITS) Branch manages the Schools Information System.

EIS Collection, the software collection tool developed by ITS for schools and divisions to use to collect and forward data to the Department, is maintained through annual version upgrades. The Department continues to work closely with schools and divisions to provide assistance and training for new reporting procedures. The K-12 Schools Information Management Advisory Council, comprised of representatives from the Manitoba Association of School Business Officials and the Manitoba Association of School Superintendents, collaborates with the Department regarding the effective management, use and stewardship of education information regarding the Manitoba K-12 community.

EIS Collection has been used across the province by schools and divisions since September 1997. Schools and divisions report enrolment, student marks and teaching information in a common data file format, even though a variety of software packages are used in the schools. Data is validated in the software tool before being forwarded to the Department. The information collected through this process is used in calculating school funding as well as to establish student demographic records, providing course registration data and to provide information on teaching activities. To support school division staff, a toll-free Service Desk function assists users of EIS Collection encountering questions regarding the system. Branch staff continue to work with school divisions and the suppliers of school administration systems to streamline the reporting of information to EIS and EIS Collection.

ITS continues to enhance the web-based applications for collection of assessment results regarding Early and Middle Years Assessment and Provincial Test Student Registration. In addition to the EIS, STS manages related development projects for department branches working with schools and school divisions. These include Instructional Resources Unit (Educational Library), Home Schools, Distance Delivery, Curriculum Development, Pupil Transportation Unit and the Bureau de l'éducation française.

All departmental service requests (desktop and application) are recorded and monitored in an electronic Issue Tracker to ensure technology service levels remain at acceptable levels and service can be quickly restored should system failures occur.

ITS continues to enhance the ICT-related business capabilities of the Branch as defined by the ICT Restructuring Initiative.

Sustainable Development

The Branch supports a culture that recognizes and supports sustainable development practices. The Branch promotes the use of recycled paper and toner cartridges along with the recycling of discarded paper. It should be noted that the Manitoba government recognizes the value of education and collaboration alternatives that result from improved network services such as video conferencing. SIS is working with other branches and Manitoba departments in the implementation of collaborative network tools that will enhance pedagogical and administrative environments in rural communities.

5 (c) Schools Information System

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	201	3.00	258	(57)	
Other Expenditures	49		83	(34)	1
Total Sub-Appropriation	**250**	**3.00**	**341**	**(91)**	

1. *Under expenditure mainly reflects a delay in the Education Information System (EIS).*

Aboriginal Education Directorate

The mandate of the Aboriginal Education Directorate (AED) is to provide leadership and co-ordination for departmental initiatives that pertain to Aboriginal education and training. AED works to ensure an integrated approach to Aboriginal education and training within Manitoba Education and Advanced Learning, (EAL), and in collaboration with the departments of Aboriginal and Northern Affairs (ANA) and Jobs and the Economy (JEC). This includes promoting the removal of systemic barriers to Aboriginal student success and participating in and ensuring linkages and collaboration with inter-sectoral research and policy initiatives related to Aboriginal education and training.

AED co-ordinates the development and implementation of the Aboriginal Education and Employment Action Plan and provides support and leadership to all branches and units within Education and Advanced Learning, ANA and JEC on matters as they relate to Aboriginal education and training.

AED works with and supports the Aboriginal Education Directorate Advisory Council. This Council provides advice, guidance and makes recommendations on matters as they relate to initiatives and action areas within K-12 education with regards to Aboriginal people.

AED also works with and supports the Advanced Education Training and Literacy Aboriginal Advisory Council (AETLAAC). This Council provides advice, guidance and makes recommendations regarding post-secondary education, training, literacy and employment as it relates to Aboriginal people. AETLAAC is responsible for the creation of the Kaskihtawin Bursary offered to Aboriginal learners attending adult learning centres and adult literacy programs in Manitoba.

Directorate staff participate in the planning and implementation of Aboriginal-focused research both inter-departmentally and with external agencies. This included celebrating the tenth annual Shawane Dagosiwin (Aboriginal Education Research Forum).

AED partners with educational stakeholders to make Aboriginal education more inclusive and culturally relevant for all students. It also promotes Aboriginal teacher education. Implementation of *A Journey from Cultural Awareness to Cultural Competency* Training Manual and Kit continued in the 2013/14 school year.

AED continues to work with school divisions and other partners in the collection of Aboriginal identity data. The purpose of the data collection, which has been integrated within the province-wide Education Information System, is to improve baseline data for policy development and planning programs for student success.

Manitoba Aboriginal educators are profiled monthly on the AED website.

The Directorate continues to work with the Council of Ministers of Education, Canada (CMEC) on its Aboriginal Education Action Plan to strengthen self-identification and co-ordinate what and how data is collected and shared.

AED co-ordinates 38 Building Student Success with Aboriginal Parents sites to increase parental and community involvement, and 29 community schools under the Community Schools Program. Community Schools legislation, the *Community Schools Act* received Royal Assent December 5, 2013. Under the *Act*, a Community Schools Unit has been established within the Aboriginal Education Directorate.

Manitoba Education and Advanced Learning participated with Western and Northern Canadian Protocol (WNCP) partners to continue implementation of the Aboriginal Languages and Cultures website. WNCP partners completed the document, *Our Way is a Valid Way-Professional Educator Resource* (2013). Manitoba Education and Advanced Learning continues to participate on the WNCP First Nations, Métis & Inuit Education Directors Committee.

Over 18 cultural and anti-racist education workshops were conducted during the 2013/14 fiscal year. These include *A Journey from Cultural Awareness to Cultural Competency* training sessions and direct service to schools, educators, post-secondary institutions, parents, government departments and community agencies. Two, 2 day sessions were held for Grade 9 and 11 teachers on the implementation of *From Apology to Reconciliation: Residential School Survivors*, a Guide for Grades 9 and 11 Social Studies teachers in Manitoba.

Directorate staff consults and collaborates on an ongoing basis with various Aboriginal organizations including the Assembly of Manitoba Chiefs, the Manitoba Métis Federation, the Aboriginal Council of Winnipeg, The Manitoba First Nations Education Resource Centre, grassroots organizations and educational stakeholders such as the Aboriginal Circle of Educators.

Directorate staff also consults and collaborates with education stakeholders such as Manitoba School Boards Association, Manitoba Association of School Superintendents, Manitoba Teachers Society, Council of School Leaders, Manitoba Association of Parent Councils and Manitoba School Business Officials regarding the Smudging Policy and planning professional learning sessions.

AED continues to support the implementation of The Paul Martin Aboriginal Education Initiative's Aboriginal Youth Entrepreneurship Program. The program is designed to improve students' proficiency in business mathematics, English, account marketing, and information and communications technology while supporting the acquisition of leadership skills with the larger purpose of encouraging Aboriginal youth to remain in school and develop the attitudes, knowledge, and skills necessary to achieve success in secondary school, post-secondary education or vocational training in the workplace and daily life.

AED works with the University of Winnipeg to support the implementation of the Shine On Initiative, which has been designed to increase student engagement, high school graduation rates and post-secondary participation rates for Aboriginal and inner city students. The initiative helps to build strong relationships between the University of Winnipeg and inner city schools and educators and provides school-base programming on campus that facilitates learning and promotes skill development.

AED and Adult Learning and Literacy co-ordinate the networking of the Aboriginal Adult Learning Circle through the Aboriginal component of the Adult Literacy Strategy.

The Directorate co-ordinates the province-wide implementation of the Respect In School (RIS) Initiative. RIS is a bilingual on-line curriculum program intended to help create safer, more respectful educational environments by providing staff and volunteers with the information to understand and respond to incidents of bullying, abuse, harassment and neglect.

Sustainable Development

AED staff commit to the reduction of the carbon footprint that can deluge the natural order. Branch activities are co-ordinated within sustainable development and procurement guidelines by the purchase and use of recycled paper, recycled office supplies, where possible, and the recycled toner cartridge program. AED uses coffee mugs over plastic or styrofoam cups for guests during meetings in-house. AED has a "no bottled water" boardroom policy and staff are encouraged to use plant friendly water receptacles. Car pooling is mandatory for any out of office functions where more than one staff member is attending. Branch staff are encouraged to bring utensils and plates from home for use during potluck lunches. AED staff pick traditional medicinal plants for meetings, ceremonies and gift giving as an alternative to purchasing them. Purchased medicinal plants are usually machine picked disturbing the root level as opposed to picking at ground level as to not injure the growth cycle of the plant and sustain, with honour, the environment they live in.

Aboriginal worldviews are incorporated and respected in the development and implementation of curriculum, instruction, assessment and professional learning. These worldviews form the foundation for living in harmony with oneself, others and all of creation.

5 (d) Aboriginal Education Directorate

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	748	10.00	850	(102)	
Other Expenditures	386		393	(7)	
Total Sub-Appropriation	**1,134**	**10.00**	**1,243**	**(109)**	

Schools Grants

Operating Grants

The objective is to provide operating support to Manitoba's 36 public K-12 school divisions and one special revenue school district through the Funding of Schools Program on an equitable basis and in a manner that supports public schools in the delivery of public education; to provide operating support for the costs of The Public Schools Finance Board; and to meet government's obligations in the provision of funding to independent schools.

Funding to public schools announced for the 2013/14 school year increased by 2.3% or $27.2 million from $1,184.2 million in 2012/13 to $1,211.4 million in 2013/14. In addition, a $4 million increase was provided for the Smaller Classes Initiative bringing the total public school funding increase to

$31.2 million. Funding is supported by general revenues, the Education Support Levy and Public Schools Finance Board accumulated surplus

Funding to independent schools for the 2013/14 school year increased by 1.6% or $1.0 million from $65.8 million to $66.8 million.

General Support Grants

The objective is to reimburse school divisions for the cost of the Health and Education Levy (payroll tax) paid to the Province.

A grant based on payroll costs for the 2012 calendar year, as reported to Manitoba Finance, was paid to school divisions. Funding increased to $32.5 million in 2013/14 from $32.2million in 2012/13 due to an increase in payroll costs from 2011 to 2012.

Other Grants

The objective is to provide financial support to educational organizations.

During 2013/14, grants totalling $1.6 million were paid to 7 organizations that, through their various activities, enhanced the quality of education in Manitoba.

Teachers' Retirement Allowances Fund (TRAF)

TRAF administers teachers' pensions under *The Teachers' Pensions Act*. The Department provides funding for the employer's share of current teacher service contributions and funds interest costs associated with the Province's borrowings to partially fund the outstanding pension liability.

5 (e) Schools Grants
5 (f) Other Grants
5 (g) Teachers' Retirement Allowances Fund

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
(e) Schools Grants					
- Operating Grants	1,063,572		1,065,051	(1,479)	1
- General Support Grants	32,701		32,500	201	
(f) Other Grants	1,626		1,650	(24)	
(g) Teachers' Retirement Allowances Fund	159,936		157,162	2,774	2
Total Sub-Appropriation	**1,257,835**	**0.00**	**1,256,363**	**1,472**	

1. *Under expenditure mainly reflects lapses in funding for Independent Schools and net miscellaneous program lapses in Other Support programs partially offset by costs for the Mystery Lake - Educating for Action Project, for which corresponding revenue was received from the Government of Canada.*

2. *Over expenditure relates to higher costs for the employer's share of current service contributions than budgeted.*

Support for Universities and Colleges

Council on Post-Secondary Education

The Council on Post-secondary Education (COPSE) approves new programs and allocates financial resources to Manitoba's public universities and community colleges. The Council also co-ordinates post-secondary programs and policy development. Specific details of activities are included in its annual report.

As stated in its legislation, COPSE's mandate is to:

- allocate financial resources to Manitoba's public universities, community colleges and private religious colleges
- plan and co-ordinate the development of a post-secondary education system that promotes excellence and accessibility
- support the co-ordination and integration of services and facilities
- promote fiscal responsibility

In 2013/14, the Council allocated $474.7 million in grants to the University of Manitoba, the University of Winnipeg, Brandon University, Université de Saint-Boniface and the University College of the North. $9.8 million of this amount was included under Capital Funding. The Council also allocated $5.9 million in grants to the Canadian Mennonite University, Providence University College and Seminary, William and Catherine Booth University College and the Steinbach Bible College to support about 1,700 full-time equivalent qualifying students.

In 2013/14, the Council allocated $134.9 million in grants to Red River College, Assiniboine Community College and the École technique et professionnelle, of which $1.8 million was included under Capital Funding. The amount above includes funding previously provided under the College Expansion Initiative.

In addition to operating and capital grants, the Council allocated $0.4 million to stimulate change and reward innovative developments from the System Restructuring Envelope. In 2013/14, the Council allocated $10.4 million in support to the Access program.

Sustainable Development

One of the Council Secretariat staff is a member of the Education for Sustainable Development Working Group. As well, the Council supports sustainable development activities by purchasing recycled paper, toner cartridges and other supplies. Other activities include duplex printing and copying (where possible), regular recycling of waste paper and teleconferencing of meetings, when possible.

6 (a) Council on Post-Secondary Education

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Salaries and Employee Benefits	1,267	14.00	1,144	123	
Other Expenditures	724		419	305	1
Total Sub-Appropriation	**1,991**	**14.00**	**1,563**	**428**	

1. *Over expenditure mainly reflects costs to prepare adapted curriculum materials for visually impaired students at universities, which is partially budgeted in University Operating Grants (16-6B) but paid from Other Expenditures, greater costs than budgeted for travel and legal services, partly offset by savings resulting from a delay in activities related to the Post-Secondary Student Satisfaction Survey.*

6 (b) University Operating Grants

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Operating Grants	479,895		480,246	(351)	
Total Sub-Appropriation	**479,895**	**0.00**	**480,246**	**(351)**	

6 (c) Post-Secondary Strategic Initiatives Fund

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Grants	400		400	0	
Total Sub-Appropriation	**400**	**0.00**	**400**	**0**	

6 (d) College Grants

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Operating Grants	138,530		139,449	(919)	1
Total Sub-Appropriation	**138,530**	**0.00**	**139,449**	**(919)**	

1. *Under expenditure mainly reflects lower costs than budgeted for Red River College, including principal and interest costs mainly due to delays in capital projects and delays related to Health Training programming.*

Access Program

The Access program provides post-secondary educational opportunities to Manitoba residents from under-served groups. The program is aimed at improving their access to, and success in, Manitoba's public post-secondary institutions.

COPSE provides co-ordination and administrative support for the Access program. The program and its services are offered at University of Manitoba, University of Winnipeg, Red River College and University College of the North. Manitoba Student Aid provides financial support to some of the students enrolled in these programs.

The Access program provides funding to these institutions for special programs targeting individuals who have faced barriers to post-secondary education. As of September 2013, enrolments for 2013/14 were 667. Individuals served by these special programs include Aboriginal, people with disabilities, single parents and immigrant and refugee students.

6 (e) Access Program

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Grants	10,491		10,533	(42)	
Total Sub-Appropriation	**10,491**	**0.00**	**10,533**	**(42)**	

Advanced Education and Training Assistance

The Council on Post-Secondary Education provides grant funding in support of Inter-provincial Training Agreements. These grants enable Manitoba students to study elsewhere in professions where provincial demand has been identified and training is not available in Manitoba. At present, programs being funded include Veterinary Medicine at the University of Saskatchewan, Optometry at the University of Waterloo and Nuclear Medicine at the Southern Alberta Institute of Technology.

6 (f) Advanced Education and Training Assistance

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Grants	5,843		5,917	(74)	
Total Sub-Appropriation	**5,843**	**0.00**	**5,917**	**(74)**	

Manitoba Student Aid

The Manitoba Student Aid Branch, through the administration of the Canada Student Loans Program (CSLP) and the Manitoba Student Aid Program, provides financial assistance for educational purposes to post-secondary students whose finances limit their educational opportunities.

Manitoba Student Aid (MSA) is a needs-based program. It is designed to add to, not replace, the resources available to post-secondary students. The cost of a post-secondary education is considered to be the primary responsibility of students and their immediate families. Assistance is based on an assessment comparing the applicant's allowable educational costs to their available resources.

The Student Aid Act, enacted in 2001, requires a high degree of accountability for the Student Aid Program, and ensures that the key principles of accessibility and affordability are a central part of the post-secondary education system in Manitoba.

New Initiatives

During 2013/14, two program changes were implemented at Manitoba Student Aid. Effective August 1, 2013, the student aid vehicle exemption was increased from $5,000 to $10,000. This means that students are able to own vehicles worth up to $10,000 without any effect on their student loan eligibility. In the fall of 2013, MSA and Manitoba Health introduced the Nurse Practitioner Education Grant. The program provides Nurse Practitioner students $10,000 in exchange for one year of service in a rural Manitoba community upon graduation.

Loans, Grants, Bursaries and Awards

Student Loans of up to $350 per week are available through a 60/40 federal/provincial cost-sharing arrangement. The maximum Canada Student Loan (CSL) is $210 per week of study and the maximum Manitoba Student Loan (MSL) is $140 per week of study. One common assessment process determines both CSL and MSL awards and any non-repayable assistance for which students are eligible. This makes it possible for students to have a complete financial picture of the resources available to them.

The Manitoba Bursary helps qualifying Manitoba students studying at the college or undergraduate level in Canada, as well as Manitoba students studying at private vocational institutions in Manitoba. The mandate of the Manitoba Bursary is to help provide affordable post-secondary education by paying down Manitoba Student Loan debt. In 2013/14, approximately 3,800 students will receive a Manitoba Bursary.

Other Manitoba Bursary sub-programs have been developed to make post-secondary education accessible and affordable for targeted groups of students. These sub-programs include the Rural/Northern Bursary and the Student Success Grant.

The Rural/Northern Bursary assists students who relocate or commute from northern and rural communities to attend school. In 2013/14, 1,417 students received a Rural/Northern Bursary for a total of $735,300.

The Student Success Grant was designed to help students whose financial need exceeded the maximum funding available from the Manitoba and Canada Student Loan programs. In 2013/14, 303 students received Student Success Grants for a total of $589,606.

Canada Student Grants, introduced in 2009/10, are administered by MSA and provide non-repayable support to qualifying students. MSA manages the following Canada Student Grant programs on behalf of the federal government:

- Persons with Permanent Disabilities, $2,000;
- Services and Equipment for Persons with Permanent Disabilities, up to $8,000;
- Persons from Low-income Families, $250 per month of study;
- Persons from Middle-income Families, $100 per month of study;
- Persons with Dependants, $200 per month of study, per child under age 12.

Part-time students are also eligible for some Canada Student Grants. Part-time low-income students receive up to $1,200 per school year; while Part-time Students with Dependants are eligible for up to $60 per week of study, depending on the number and age of children.

MSA also manages targeted programs such as the student-funding component of the ACCESS Bursary and the Prince of Wales/Princess Anne Award for Aboriginal students.

Additional Student Financial Assistance Programs

In addition to providing grants, bursaries and awards, MSA is responsible for funding or managing programs not directly related to traditional student aid.

In 2013/14, MSA continued to support Graduate Scholarships that support research-based graduate studies attracting and retaining the highest quality students, within and outside the province. This scholarship provides Doctoral students with $7,500 per year, for up to four years. This is intended to supplement the University of Manitoba Graduate Fellowships of $16,000 per year. The Scholarship program also provides Masters students with $15,000 per year for up to two years. In 2013/14, the program assisted 91 Masters students and 83 Doctoral students.

Each year, through the Manitoba Scholarship and Bursary Initiative, MSA provides $4.8 million in grants to match private donations made toward scholarships and bursaries at Manitoba's public post-secondary institutions.

Since 2000, MSA has supported the Fly Higher Aboriginal Education Awards. These awards are funded through the Manitoba Scholarship and Bursary Initiative in partnership with the Business Council of Manitoba (BCM) and the governments of Canada and Manitoba. Up to $150,000 per year, raised by BCM through private donations from its members, is matched by both the federal and provincial governments totalling $450,000. Any funds raised over awarded amounts are held in endowment. This partnership aims to increase Aboriginal participation in post-secondary education and increase opportunities for employment.

MSA manages the Educational Assistance Option of the Medical Student/Resident Financial Assistance Program (MSRFAP) on behalf of Manitoba Health. This option provides financial assistance, in the form of a conditional return of service grant, to students and residents studying medicine in Manitoba, as well as Manitoba students who receive their medical education in French, at the University of Ottawa. Eligibility extends to Manitoba's medical doctors, who have graduated from the University of Manitoba and are now taking approved, post-graduate medical programs at other universities. Once they have completed their training, the program participants commit to working in Manitoba for a specific period of time, for each grant they receive, or repay the money with interest. Awards of $12,000 to $50,000 are offered under the MSRFAP and can vary based on area of specialization or the location of the return of service. In 2013/14, 200 students received a total of $4.72 million in conditional grants.

Through the Aboriginal Medical Student Financial Assistance Program, MSA provides $7,000 to Aboriginal medical students for each year of undergraduate training. The grant for year one must be taken in order to access grants in years two, three or four. The return-of-service commitment for each grant is six months. In 2013/14, 23 students received a total of $161,000 in conditional grants.

The Nurse Practitioner Education Grant provides a $10,000 grant for nurse practitioner graduates who commit to one year of service in a rural Manitoba community. In 2013/14, 22 students received awards.

Designation

Designation is the process by which institutions obtain the recognition that allows their students to be eligible to apply for government student loans. As student loans are supported by taxpayers, institutions are now held accountable for the management of these funds and for improving students' success through reviews of graduation and repayment rates.

In the fall of 2004, provincial/territorial governments, and the federal government, established the Pan-Canadian Designation Framework. This national strategy strengthens student consumer protection, improves student loan repayment rates and helps students make informed choices about post-secondary education.

To ensure compliance with the national strategy, the Manitoba government maintains Memoranda of Understanding (MOU) with all of the designated educational institutions located in Manitoba. In 2013/14, Manitoba Student Aid performed 2 compliance reviews or administrative audits. As at March 31, 2014, Manitoba has designated 61 institutions in the province and more than 1,000 institutions throughout the world.

Direct Service Delivery

MSA has an interactive online application and website to provide students greater access 24/7. The online application MySAO (My Student Aid Online) uses technology to interact with applicants, determine the information required and guide them to complete their application. Students applying online are mailed a Notice of Assistance letter, which indicates the approximate amount of financial assistance they will receive (CSL and MSL awards). Roughly 90% of applications were submitted through the internet in 2013/14. The MySAO application process contributes to MSA's sustainable development activities by decreasing the processing of hard copy documents. With the online program, students can find out their MSL account balance, identify any outstanding information required to process the application, and update their application with revised information.

For the 2013/14 program year, MSA processed 14,000 applications for CSLs and MSLs. MSA also processed 359 applications for Part-time CSLs. Approximately 48,500 requests for information and assistance were handled over the telephone. Services were also provided in-person to an additional 20,000 current and potential applicants. The Exceptional Review (Appeal) Committee reviewed 466 appeals.

MSA's Student Advisors provide one-on-one interaction with students, including those with high financial or other special needs. Advisors also promote program awareness, help reduce student loan default rates and liaise with Manitoba post-secondary institutions. As well, the Aboriginal Liaison Officer partners and networks with the Aboriginal community about post-secondary issues like access and affordability. This work involves interaction with students and administrators at participating public universities and colleges, including those in the ACCESS program.

The Loan Services Unit manages the MSL portfolio including the disbursement and collection of direct-financed loans. The Loan Services Unit also manages the administration of the Repayment Assistance Plan. This plan supports borrowers having difficulty in meeting their repayment obligations, and minimizes overall government risk and loan defaults. MSA also continues to manage the portfolio of MSLs issued prior to August 2001, including the administration of interest subsidy, provision for loss and risk premium payments.

Sustainable Development

MSA supports sustainable development by purchasing recycled paper, toner cartridges and other environment-friendly supplies. Where possible, the use of duplex copying is encouraged. In addition, MSA encourages students to apply online using MySAO, which reduces paper use.

Private Vocational Institutions Unit

The Private Vocational Institutions (PVI) Office administers *The Private Vocational Institutions Act*, and its attendant regulation, Manitoba Regulation 237/02. The office provides policy direction to the operators of private vocational institutions to ensure compliance with the *Act* and Regulation. The PVI Unit operates based on the calendar year.

As of December 31, 2013, there were 45 Manitoba private vocational institutions registered – 30 of them had programming designated for the CSL and MSL programs.

There were 3,828 enrolments at Manitoba private vocational institutions in the 2013 calendar year. The Training Completion Fund – a pool of money used to help finance the completion of students' training should an institution go out of business – had approximately $2.32 million held in trust at the end of 2013.

7 (a-b) Manitoba Student Aid

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
(a) Salaries and Employee Benefits	3,886	64.25	4,043	(157)	
(b) Other Expenditures	1,354		1,498	(144)	
Total Sub-Appropriation	**5,240**	**64.25**	**5,541**	**(301)**	

7 (c) Manitoba Bursaries and Funds

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
(1) Manitoba Bursary Fund	10,320		10,320	0	
(2) Manitoba Scholarship and Bursary Initiative	4,875		4,875	0	
(3) Medical Student/Resident Financial Assistance	4,207		4,957	(750)	1
(4) Manitoba Graduate Scholarships	2,250		2,250	0	
(5) Loans and Bursaries	2,483		2,731	(248)	
(6) Aboriginal Medical Student Scholarship	161		168	(7)	
Total Sub-Appropriation	**24,296**	**0.00**	**25,301**	**(1,005)**	

1. *Under expenditure mainly reflects a realignment of the grant allocation for residents in the under-graduate program, for which a corresponding reduction has also been reflected in the recovery from Health (16-7g), partly offset by additional one-time only expenditures for the Nurse Practitioner Education program.*

7 (d) Canada Grants and Funds

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
(1) Canada Student Grants	903		1,350	(447)	1
(2) Transition Bursary	0		0	0	
Total Sub-Appropriation	**903**	**0.00**	**1,350**	**(447)**	

1. *Under expenditure reflects a lower intake of applicants than budgeted for the Equipment and Services grant.*

7 (e) Student Loan Administration

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Student Loan Administration	2,154		2,154	0	
Total Sub-Appropriation	**2,154**	**0.00**	**2,154**	**0**	

7 (f) Tuition Fee Income Tax Rebate

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Tuition Fee Income Tax Rebate	4,091		4,000	91	
Total Sub-Appropriation	**4,091**	**0.00**	**4,000**	**91**	

7 (g) Recoverable from Health

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Less: Recoverable from Health	(4,222)		(4,957)	735	1
Total Sub-Appropriation	**(4,222)**	**0.00**	**(4,957)**	**735**	

1. *Variance reflects a reduction in the recovery from Health which corresponds to the reduction in funding for the Medical Student/Resident Financial Assistance program (16-7C-3), partly offset by a recovery to the Nurse Practitioner Education program.*

Capital Funding

School Divisions

Capital grants provide for the capital expenditures of school divisions. Additional information on the grants may be found in The Public Schools Finance Board Annual Report.

Universities

Funding from Capital Grants contribute to universities' capital expenses. More information on the grants may be found in the Council on Post-Secondary Education Annual Report.

Colleges

Funding from Capital Grants contribute to community colleges' capital expenses. More information on the grants may be found in the Council on Post-Secondary Education Annual Report.

8 (a-c) Capital Funding

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
(a) School Divisions	52,942		52,942	0	
(b) Universities	9,752		9,754	(2)	
(c) Colleges	1,817		1,817	0	
Total Sub-Appropriation	**64,511**	**0.00**	**64,513**	**(2)**	

Costs Related to Capital Assets

This main appropriation provides for the costs related to capital assets.

9 Costs Related to Capital Assets

Expenditures by Sub-Appropriation	Actual 2013/14 '$000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
(a) Amortization Expense	865		867	(2)	
(b) Interest Expense	778		832	(54)	
Total Sub-Appropriation	**1,643**	**0.00**	**1,699**	**(56)**	

PART B – CAPITAL INVESTMENT

Capital Investment

The Province implemented a new accounting policy for tangible capital assets in 1999/2000 based on standards issued by the Canadian Institute of Chartered Accountants. These standards require that expenditures on tangible assets be amortized over the useful life of the asset. Recognizing amortization in this way allocates the cost of capital assets to the periods of service provided and amortization is recorded as an expense in the statement of operations.

Tangible capital assets are those with a useful life extending beyond one year which are acquired, constructed or developed and held for use, not for resale. Tangible capital assets with a value less than the accepted capitalization limit will be expensed in the year of acquisition.

Education and Advanced Learning

Expenditures by Sub-Appropriation	Actual 2013/14 $000	Estimate 2013/14 FTE	Estimate 2013/14 $000	Variance Over (Under) $000	Expl. No.
Capital Investment	212		212	0	
Total Sub-Appropriation	**212**	**0.00**	**212**	**0**	

Financial Information

Department of Education and Advanced Learning

Reconciliation Statement
($000s)

DETAILS	2013/14 ESTIMATES
2013/14 Main Estimates	**$1,681,786**
Transfer from: Multiculturalism and Literacy	686,952
2013/14 Estimate	**$2,368,738**

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2014, with comparative figures for the previous fiscal year ($000s)

Estimate 2013/14	Appropriation		Actual 2013/14	Actual 2012/13	Increase (Decrease)	Explanation Number
		Education and Advanced Learning (16)				
	16-1	Administration and Finance				
37	(a)	Minister's Salary	37	37	0	
	(b)	Executive Support				
896		- Salaries and Employee Benefits	946	926	20	
165		- Other Expenditures	127	127	0	
	(c)	Financial and Administrative Services				
939		- Salaries and Employee Benefits	957	941	16	
260		- Other Expenditures	197	201	(4)	
	(d)	Innovative Technology Services				
200		- Salaries and Employee Benefits	117	113	4	
137		- Other Expenditures	117	100	17	
	(e)	Corporate Services				
332		- Salaries and Employee Benefits	272	298	(26)	
109		- Other Expenditures	72	105	(33)	
	(f)	International Education				
192		- Salaries and Employee Benefits	258	200	58	
152		- Other Expenditures	128	123	5	
3,419		Total 16-1	3,228	3,171	57	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2014, with comparative figures for the previous fiscal year ($000s)

Estimate 2013/14	Appropriation		Actual 2013/14	Actual 2012/13	Increase (Decrease)	Explanation Number
	16-2	School Programs				
	(a)	Division Administration				
330		- Salaries and Employee Benefits	289	291	(2)	
70		- Other Expenditures	62	59	3	
	(b)	Manitoba School for the Deaf				
3,202		- Salaries and Employee Benefits	3,211	3,082	129	
383		- Other Expenditures	351	305	46	
	(c)	Instruction, Curriculum and Assessment				
8,420		- Salaries and Employee Benefits	7,547	7,172	375	
3,988		- Other Expenditures	4,667	4,755	(88)	
651		- Assistance	728	625	103	
	(d)	Program and Student Services				
3,622		- Salaries and Employee Benefits	3,500	3,584	(84)	
1,365		- Other Expenditures	1,130	1,212	(82)	
70		- Assistance	62	61	1	
	(e)	Educational Resources				
4,011		- Salaries and Employee Benefits	3,546	3,624	(78)	
1,198		- Other Expenditures	1,170	1,193	(23)	
	(f)	Manitoba Text Book Bureau*				
-			-	-	-	
27,310		Total 16-2	26,263	25,963	300	

* Manitoba Text Book Bureau (MTBB) operates as a Special Operating Agency and receives no financial support from the Department. MTBB financial information is therefore excluded from Education and Advanced Learning's Annual Report.

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2014, with comparative figures for the previous fiscal year ($000s)

Estimate 2013/14	Appropriation	Actual 2013/14	Actual 2012/13	Increase (Decrease)	Explanation Number
	16-3 Bureau de l'éducation française				
	(a) Division Administration				
192	- Salaries and Employee Benefits	191	224	(33)	
16	- Other Expenditures	15	16	(1)	
	(b) Curriculum Development and Implementation				
1,442	- Salaries and Employee Benefits	953	838	115	
382	- Other Expenditures	803	950	(147)	
	(c) Educational Support Services				
1,371	- Salaries and Employee Benefits	891	959	(68)	
258	- Other Expenditures	609	494	115	
	(d) Official Languages Programs and Administrative Services				
1,019	- Salaries and Employee Benefits	926	887	39	
837	- Other Expenditures	839	931	(92)	
3,597	- Assistance	3,392	3,198	194	
	(e) Library and Materials Production				
638	- Salaries and Employee Benefits	739	684	55	
271	- Other Expenditures	308	361	(53)	
10,023	Total 16-3	9,666	9,542	124	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2014, with comparative figures for the previous fiscal year ($000s)

Estimate 2013/14	Appropriation		Actual 2013/14	Actual 2012/13	Increase (Decrease)	Explanation Number
	16-4	Education and School Tax Credits				
324,330	(a)	Education Property Tax Credit	323,441	314,711	8,730	1
1,110	(b)	School Tax Assistance for Tenants and Homeowners (55+)	757	1,042	(285)	2
325,440		Total 16-4	324,198	315,753	8,445	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2014, with comparative figures for the previous fiscal year ($000s)

Estimate 2013/14	Appropriation		Actual 2013/14	Actual 2012/13	Increase (Decrease)	Explanation Number
	16-5	Support to Schools				
	(a)	Schools Finance				
1,137		- Salaries and Employee Benefits	1,137	1,069	68	
142		- Other Expenditures	132	139	(7)	
3,185		- Property Assessment	3,185	3,054	131	
	(b)	Education Administration Services				
1,756		- Salaries and Employee Benefits	1,788	1,767	21	
670		- Other Expenditures	651	636	15	
	(c)	Schools Information System				
258		- Salaries and Employee Benefits	201	180	21	
83		- Other Expenditures	49	32	17	
	(d)	Aboriginal Education Directorate				
850		- Salaries and Employee Benefits	748	615	133	
393		- Other Expenditures	386	434	(48)	
	(e)	Schools Grants				
1,065,051		- Operating Grants	1,063,572	1,048,203	15,369	3
32,500		- General Support Grants	32,701	31,147	1,554	
1,650	(f)	Other Grants	1,626	1,716	(90)	
157,162	(g)	Teachers' Retirement Allowances Fund	159,936	152,207	7,729	4
1,264,837		Total 16-5	1,266,112	1,241,199	24,913	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2014, with comparative figures for the previous fiscal year ($000s)

Estimate 2013/14	Appropriation		Actual 2013/14	Actual 2012/13	Increase (Decrease)	Explanation Number
	16-6	Support for Universities and Colleges				
	(a)	Council on Post-Secondary Education				
1,144		- Salaries and Employee Benefits	1,267	1,089	178	
419		- Other Expenditures	724	703	21	
480,246	(b)	University Operating Grants	479,895	463,384	16,511	5
400	(c)	Post-Secondary Strategic Initiatives Fund	400	100	300	6
139,449	(d)	College Grants	138,530	133,314	5,216	7
10,533	(e)	Access Program	10,491	10,191	300	
5,917	(f)	Advanced Education and Training Assistance	5,843	5,708	135	
638,108		Total 16-6	637,150	614,489	22,661	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2014, with comparative figures for the previous fiscal year ($000s)

Estimate 2013/14	Appropriation		Actual 2013/14	Actual 2012/13	Increase (Decrease)	Explanation Number
	16-7	Manitoba Student Aid				
4,043	(a)	Salaries and Employee Benefits	3,886	3,873	13	
1,498	(b)	Other Expenditures	1,354	1,390	(36)	
	(c)	Manitoba Bursary and Funds				
10,320		- Manitoba Bursaries Fund	10,320	10,160	160	
4,875		- Manitoba Scholarship and Bursary Initiative	4,875	4,802	73	
4,957		- Medical Student/Resident Financial Assistance	4,207	4,751	(544)	
2,250		- Manitoba Graduate Scholarships	2,250	2,245	5	
2,731		- Loans and Bursaries	2,483	2,496	(13)	
168		- Aboriginal Medical Student Scholarship	161	154	7	
	(d)	Canada Grants and Funds				
1,350		- Canada Student Grants	903	1,117	(214)	8
0		- Transition Bursary	0	525	(525)	9
2,154	(e)	Student Loan Administration	2,154	1,787	367	10
4,000	(f)	Tuition Income Tax Rebate Advance	4,091	1,807	2,284	11
(4,957)	(g)	Less: Recoverable from Health	(4,222)	(4,751)	529	
33,389		Total 16-7	32,462	30,356	2,106	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2014, with comparative figures for the previous fiscal year ($000s)

Estimate 2013/14	Appropriation		Actual 2013/14	Actual 2012/13	Increase (Decrease)	Explanation Number
	16-8	Capital Funding				
52,942	(a)	School Divisions	52,942	49,771	3,171	12
9,754	(b)	Universities	9,752	9,751	1	
1,817	(c)	Colleges	1,817	1,817	0	
64,513		Total 16-6	64,511	61,339	3,172	

Manitoba Education and Advanced Learning

Expenditure Summary

For the fiscal year ended March 31, 2014, with comparative figures for the previous fiscal year ($000s)

Estimate 2013/14	Appropriation		Actual 2013/14	Actual 2012/13	Increase (Decrease)	Explanation Number
	16-9	Costs Related to Capital Assets				
867	(a)	Amortization Expense	865	904	(39)	
832	(b)	Interest Expense	778	782	(4)	
1,699		Total 16-9	1,643	1,686	(43)	
2,368,738		**Total - Education and Advanced Learning**	2,365,233	2,303,498	61,735	

Explanation Number:

1. Increased expenditure reflects growth in the program uptake for the 2013/14 fiscal year mainly due to the introduction of the Seniors School Tax Rebate.

2. Decreased expenditure relates to the introduction of the Senior's School Tax Rebate.

3. Increased expenditure mainly relates to increases in 2013/14 for the Schools` Finance Program, reflecting: an increase for the funding announcement to School Divisions; and increase in funding for Other Supports including: Class Size, Learning to Age 18 Coordinators, Winnipeg Technical College, Frontier School Division, new grants for "Tell them from Me" and "Educating for Action", Seven Oaks Special Needs; partially offset by a net decrease in the debt servicing requirements, decrease in payments to Manitoba Text Book Bureau and for other net minor miscellaneous variances in Other Support.

4. Increased expenditure mainly reflects the increased requirement in 2013/14 for the employer's portion of current service contributions.

5. Increased expenditure mainly reflects the approved 2013/14 increase in funding for universities and an increase in 2013/14 principal and interest payments, which include principal and interest costs for the Investors Group Field at the University of Manitoba.

6. Variance mainly reflects spending reductions in 2012/13 to achieve fiscal management requirements.

7. Increased expenditure mainly reflects the approved 2013/14 increase in funding for colleges, and an increase in 2013/14 principal and interest payments.

8. Decrease expenditure reflects a reduction in the number of applicants and a decrease in the average amount awarded.

9. Decreased expenditure reflects the termination of the Transition Bursary, as 2012/13 was the final year of the program.

10. Increased expenditure mainly reflects an increase in 2013/14 interest payments resulting from the balance of direct loans, increase costs for the Provision for Loss and an increase in the Repayment Assistance Program (RAP) as a result of increased student applications in 2013/14.

11. Increased expenditure mainly results from a greater number of applicants in 2013/14, reflecting the growth of the tax rebate.

12. Increased expenditure reflects an increased debt servicing requirement due to an increase in capital project claims processed in 2013/14 resulting in higher debenture debt.

Manitoba Education and Advanced Learning
Revenue Summary
For the fiscal year ended March 31, 2014 with comparative figures for the previous fiscal year ($000s)

Actual 2012/13	Actual 2013/14	Increase (Decrease)	Source	Actual 2013/14	Estimate 2013/14	Variance	Expl. No.
			TAXATION				
-	-	-	Total	-	-	-	
			OTHER REVENUE				
674	676	2	Fees	676	616	60	
1,289	1,314	25	Sundry	1,314	1,504	(190)	
1,963	1,990	27	Total	1,990	2,120	(130)	
			GOVERNMENT OF CANADA				
1,117	1,171	54	Canada Student Loan Act Service Fee	1,171	1,223	(52)	
1,350	830	(520)	Canada Student Grants	830	1,350	(520)	1
2,000	2,000	0	Minority Languages Education and Second Agreement	2,000	2,000	0	
10,438	10,238	(200)	Minority Languages Education and Second Language Instruction	10,238	10,226	12	
-	112	112	Educating for Action Pilot Project	112	-	112	2
530	-	(530)	Human Resources and Skills Develoment Canada - Transition Bursary	-	-	0	3
32	-	(32)	Making Education Work Research Study	-	-	0	4
507	4,945	4,438	Reconciliation (Reorg)	4,945	-	4,945	5
15,974	19,296	3,322	Total	19,296	14,799	4,497	
17,937	21,286	3,349	**Total – Education and Advanced Learning**	21,286	16,919	4,367	

Manitoba Education and Advanced Learning
Revenue Summary
For the fiscal year ended March 31, 2014 with comparative figures for the previous fiscal year ($000s)

Explanation Number:

1. **Canada Student Grants:** $ 520 under 2012/13 Actual
$ 520 under 2013/14 Estimate

Decrease relates to a reduction in the number of eligible applicants for this grant in 2013/14.

Decrease reflects reduced revenue from the federal government for Canada Student Grants as a result of fewer applicants than originally anticipated for the Persons with Permanent Disabilities Program.

2. **Educating for Action Pilot Project:** $ 112 over 2012/13 Actual
$ 112 over 2013/14 Estimate

Increase reflects 2013/14 revenue for the Educating for Action Project. In accordance with the Memorandum of Understanding signed by the Province and the Canada Millennium Scholarship Foundation (CMSF), unspent funding for the Making Education Work (MEW) Research Study was directed, in 2013/14, to this initiative which aims to increase high school graduation rates and post-secondary participation rates, particularly for Aboriginal students.

Increase reflects revenue for the Educating for Action Project. In accordance with the Memorandum of Understanding signed by the Province and the Canada Millennium Scholarship Foundation (CMSF), unspent funding for the Making Education Work (MEW) Research Study has been directed to this initiative which aims to increase high school graduation rates and post-secondary participation rates, particularly for Aboriginal students.

3. **HRSDC - Transition Bursary:** $ 530 under 2012/13 Actual
$ 0 under 2013/14 Estimate

Decrease reflects the termination of the Transition Bursary in 2012/13. No costs or revenues were processed in 2013/14 for this program.

4. **Making Education Work Research Study:** $ 32 under 2012/13 Actual
$ 0 under 2013/14 Estimate

Decrease relates to the final processing of costs and revenue for the Making Education Work Research Study in 2012/13. No costs or revenue were processed in 2013/14 for this program.

5. **Reconciliation:** $ 4,438 over 2012/13 Actual
$ 4,945 over 2013/14 Estimate

Increase mainly reflects the transfer from the Department of Manitoba Infrastructure and Transportation of a federal revenue recovery for expenditures related to the Loan Act for The University of Manitoba's Active Living Centre.

Increase mainly reflects the transfer from the Department of Manitoba Infrastructure and Transportation of a federal revenue recovery of expenditures related to the Loan Act for The University of Manitoba's Active Living Centre.

Manitoba Education and Advanced Learning
Five Year Expenditure and Staffing Summary by Main Appropriation
For the fiscal years ended March 31, 2010 to March 31, 2014

Main Appropriation	2009/10		2010/11		2011/12		2012/13		2013/14	
	FTE	$000	FTE	$000	FTE	$000	FTE	$000	FTE	$000
16-1 Administration and Finance	34.00	3,479	33.00	3,278	32.00	3,460	33.00	3,134	33.00	3,228
16-2 School Programs	267.77	26,642	267.77	25,107	269.77	24,653	269.77	26,292	263.77	26,263
16-3 Bureau de l'éducation française	62.00	10,280	62.00	10,430	62.00	9,660	62.00	9,647	62.00	9,666
16-4 Education and School Tax Credits		268,059		276,185		314,122		315,754		324,198
16-5 Support to Schools	57.50	1,108,436	57.00	1,148,563	56.00	1,209,518	56.00	1,241,012	55.00	1,266,112
16-6 Support for Universities and Colleges	14.00	533,545	14.00	551,299	14.00	584,527	14.00	614,444	14.00	637,150
16-7 Manitoba Student Aid	65.25	30,129	65.25	31,566	62.25	32,543	65.25	32,049	64.25	32,462
Sub-total	500.52	1,980,570	499.02	2,046,428	496.02	2,178,483	500.02	2,242,332	492.02	2,299,079
16-8 Capital Funding		58,579		60,265		61,263		61,289		64,511
16-9 Costs Related to Capital Assets		469		762		1,233		1,686		1,643
Total - Education and Advanced Learning	**500.52**	**2,039,618**	**499.02**	**2,107,455**	**496.02**	**2,240,979**	**500.02**	**2,305,307**	**492.02**	**2,365,233**

* Historical actual expenditures have been adjusted to reflect program transfers between departments, to facilitate year over year comparison.

Performance Reporting

Performance Reporting Table

The following section provides information on key performance measures for the Department for the 2013/14 reporting year. All Government of Manitoba departments include performance measures in their Annual Reports to complement the financial results and provide Manitobans with meaningful and useful information about government activities and their impact on the province and its citizens.

For more information on performance reporting and the Manitoba government, visit www.manitoba.ca/performance

Your comments on performance measures are valuable to us. You can send comments or questions to mbperformance@gov.mb.ca

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2013/2014 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
1. Overall student learning, by measuring the high school graduation rate.[1]	A high school diploma is the basic foundation to further education and is typically viewed as the minimum requirement for entering the labour market.	For the school year ending June 2002, the graduation rate was 71.1% % (public and funded independent schools).	For the school year ending June 2013 the graduation rate was 85.3% (public and funded independent schools).	This measure continues to trend upward.	See report at http://www.edu.gov.mb.ca/k12/docs/reports/grad_rate/grad_rate.pdf Ongoing work is underway to improve the usefulness of this measure by: - Enabling pan-Canadian comparison through collaboration with the Council of Ministers of Education, Canada (CMEC) - Calculating rates for selected groups of interest (e.g. Aboriginal students, regions)

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[1] The Manitoba high school graduation rate is the ratio of the total number of graduates reported by public and funded independent high schools at the end of the academic year to the total Grade 9 enrolment in these schools four years prior to the year of graduation. It is important to note that the difference between the graduation rate and 100% is not a measure of the drop-out rate, as the difference includes students who are continuing in public and funded-independent schools and require more than four years to gain the credits needed to graduate, students who have transferred out to enroll in First Nations schools, non-funded independent schools and Adult Learning Centres, student who have left the province, and students who have withdrawn from school.

What is being measured and using what indicator?(A)	*Why is it important to measure this? (B)*	*Where are we starting from (baseline measurements)? (C)*	*What is the 2013/2014 result (current year) or most recent available data? (D)*	*What is the trend over time? (E)*	*Comments/ Recent Actions/Report Links (F)*
2. Student learning as reported in national and international assessments, by measuring results from the Pan-Canadian Assessment Program (PCAP) and the Programme for International Student Assessment (PISA).[2]	Achievement results in student assessments (provincial, national, and international) measure student learning in selected areas (e.g. reading, math, science). Indicators drawn from large scale national and international student assessment results provide an opportunity to compare the outcomes of student learning in Manitoba with other jurisdictions.	Reading PCAP 2007 (major domain) - mean score (rescaled) MB (477 ± 3.9), Canada (512 ± 2.3) PISA 2000 (major domain) - mean score MB (529 ± 7.0), Canada (534 ± 3.1) Mathematics PCAP 2007 (minor domain) - mean score MB (479 ±6.2), Canada (500 ± 3.4) PISA 2003 (major domain) - mean score MB (528 ± 6.2), Canada (532 ± 3.6) Science PCAP 2007 (minor domain) - mean score MB (476 ± 5.7), Canada (500 ± 3.1) PISA 2006 (major domain) - mean score MB (523 ± 6.4), Canada (534 ± 4.0)	Reading PCAP 2010 (minor domain) - mean score MB (478 ± 3.8), Canada (500 ± 2.2) PISA 2012 (minor domain) - mean score MB (495 ± 6.6), Canada (523 ± 3.8) Mathematics PCAP 2010 (major domain) - mean score MB (468 ± 4.2), Canada (500 ± 2.2) PISA 2012 (major domain) - mean score MB (492 ± 5.8), Canada (518 ± 3.6) Science PCAP 2010 (minor domain) - mean score MB (486 ± 3.9), Canada (500 ± 2.0) PISA 2012 (minor domain) - mean score MB (503 ± 6.4), Canada (525 ± 3.8)	Reading PCAP - No significant difference in MB mean scores PISA - 34 point decline (Canada average decline 11 points) Mathematics PCAP – No comparison possible due to changes in the assessment instruments. PISA - 36 point decline (Canada average decline 14 points) Science PCAP – No comparison possible due to changes in the assessment instruments. PISA – 20 point decline (Canada average decline 9 points)	More assessment information can be found on the CMEC website at: http://www.cmec.ca/131/Programs-and-Initiatives/Assessment/Overview/index.html Manitoba is committed to providing quality education for all Manitoba students. In partnership with school divisions, Manitoba has undertaken a range of initiatives to support student achievement and excellence. For example, Manitoba has committed to small class sizes in K-3, hiring new teachers, updating science labs, early literacy/numeracy initiatives, and updating mathematics, science and language arts curriculums. PCAP 2013 results for Grade 8 students, Science (major domain), will be available in fall 2014. PISA 2015 results -15

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[2] PCAP assesses students in Grade 8 (PCAP 2007 assessed 13 year olds so the results for reading have been rescaled to enable comparison with PCAP 2010). PISA assesses 15 year old students. For both PCAP and PISA, three domains of learning (reading, math, and science) are assessed. In each assessment year, one domain is the main focus of the assessment (the "major domain") while the others are assessed as "minor domains".

What is being measured and using what indicator?(A)	*Why is it important to measure this? (B)*	*Where are we starting from (baseline measurements)? (C)*	*What is the 2013/2014 result (current year) or most recent available data? (D)*	*What is the trend over time? (E)*	*Comments/ Recent Actions/Report Links (F)*
					year olds, Science (major domain), will be available December 2016.
3. Access to post-secondary education and training by measuring enrollments in universities and colleges.	Post-secondary education is strongly connected to economic and social benefits for individuals and society. Participation in university and college is a measure of access to learning opportunities.	1999/00 University enrollment[3] Full-time 22,410 Part-time 8,255 Total 30,665 1999/00 College enrollment[4] Full-time 10,452 Part-time 597 Total 11,049	2013/14 University enrollment[2] Full-time 33,403 Part-time 10,910 Total 44,313 2012/13 College enrollment[3] Full-time 15,345 Part-time 1,428 Total 16,773	Enrollment increased between 2012/13 and 2013/14.Between 1999/00 and 2013/14 total university enrollment increased by 45%. Enrollment decreased between 2011/12 and 2012/13.Between 1999/00 and 2012/13, enrollment at colleges increased by 52%.	Many factors impact enrolment trends; demographics, labour market conditions, retention and attrition, and participation rates of age cohorts and of under-represented groups. As the traditional age cohort for post-secondary students (18-24 year olds) is expected to decline after 2013/14, enrolment may decrease over the next decade, primarily reflecting these demographic changes.

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[3] Includes undergraduate and graduate students in regular session only (September to April).

[4] Includes regular programs and apprenticeship. Does not include continuing education, distance education and contract training. College figures are for 2012/13, as 2013/14 data are not yet available due to the continuous intake of students during the year (July to June).

What is being measured and using what indicator?(A)	***Why is it important to measure this? (B)***	***Where are we starting from (baseline measurements)? (C)***	***What is the 2013/2014 result (current year) or most recent available data? (D)***	***What is the trend over time? (E)***	***Comments/ Recent Actions/Report Links (F)***
4. Student success in education and training by measuring graduations/ credentials received from universities and colleges.	To fully realize the benefits of education and training, it is important that individuals successfully complete their programs.	1999 University Graduates[5] Bachelor Degree 4,460 Master's Degree 578 Doctoral Degree 67 Medicine & Dentistry 121 Certificate/Diploma 215 Total 5,441	2013 University Graduates [4] Bachelor Degree 6,090 Master's Degree 775 Doctoral Degree 98 Medicine & Dentistry 140 Certificate/Diploma 443 Total 7,546	From 1999 to 2013, the total number of university credentials granted increased 39%.	
		1999/2000 College Graduates[4] Diploma 1,279 Certificate 1,578 Total 2,857	2012 College Graduates[4] Diploma 2,046 Certificate 2,418 Total 4,464	From 1999 to 2012, the number of college graduates (diploma and certificate) increased by 56%.	
5. Affordable education by measuring the cost of post-secondary education to students, uptake of government student loans and bursaries,	The cost of postsecondary education to students is a key indicator of affordability of postsecondary education.	1999/00 university tuition (weighted average) for Arts and Sciences was $3,192	2013/14 university tuition (weighted average) for Arts and Sciences was $3,312	Tuition was reduced by 10% in 2000/01 and frozen until 2009/10. Tuition increases for 2013/14 were limited to 1.6%.	Manitoba's university tuition is the third lowest in the country, after Quebec and Newfoundland.
		1999/00 college tuition (un-weighted average) was $1,435	2013/14 college tuition (un-weighted average) was $1,942	College tuition increases for 2013/14 were limited to $150.	Manitoba's college tuition is the second lowest in Canada after Newfoundland (excluding Quebec).

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[5] University and college graduates are reported in the calendar year of graduation. College graduates include those from regular day programs and full-time regional centre programs (apprenticeship is not included).

What is being measured and using what indicator?(A)	*Why is it important to measure this? (B)*	*Where are we starting from (baseline measurements)? (C)*	*What is the 2013/2014 result (current year) or most recent available data? (D)*	*What is the trend over time? (E)*	*Comments/ Recent Actions/Report Links (F)*
and the debt load of students accessing financial assistance.	Providing financial assistance to students increases access to postsecondary education and increases the chance of successful completion.	1999/00. Number of recipients of major student loans and bursaries. - Canada Student Loans: 10,328 - Manitoba Student Loans: 10,112 - Manitoba Bursary: (for 2000/01) 1,961 - Canada Millennium Scholarship Bursary: 3,516	2012/13. Number of recipients of major student loans and bursaries. - Canada Student Loans: 9,774 - Manitoba Student Loans: 9,517 - Manitoba Bursary: 3,676	In recent years, student loan uptake has increased steadily. .	In addition to student loans, $43.4M was awarded in the form of non-repayable assistance in 2012/13.
	Student debt is kept to a minimum by providing a mix of loans, grants, bursaries, scholarships and other awards.	1999/00 average student debt levels after remission for: - Students in last year of a Four Year University Program $18,744[4] - Students in last year of any program $12,555	2012/13 average student debt levels after remission for: - Students in last year of a Four Year University Program $19,494[4] - Students in last year of any program $14,200	Debt levels have remained comparable across baseline, particularly when considered in light of adjustments to the rate of inflation and commensurate increases in the general cost of living across this period.	Although student debt has been trending upward nationally, Manitoba student debt levels remain among the lowest in Canada.

[4] Excludes professional programs

The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act

The Public Interest Disclosure (Whistleblower Protection) Act came into effect in April 2007. This law gives employees a clear process for disclosing concerns about significant and serious matters (wrongdoing) in the Manitoba public service, and strengthens protection from reprisal. The Act builds on protections already in place under other statutes, as well as collective bargaining rights, policies, practices and processes in the Manitoba public service.

Wrongdoing under the Act may be contravention of federal or provincial legislation; an act or omission that endangers public safety, public health or the environment; gross mismanagement; or, knowingly directing or counseling a person to commit a wrongdoing. The *Act* is not intended to deal with routine operational or administrative matters.

A disclosure made by an employee in good faith, in accordance with the Act, and with a reasonable belief that wrongdoing has been or is about to be committed is considered to be a disclosure under the Act, whether or not the subject matter constitutes wrongdoing. All disclosures receive careful and thorough review to determine whether action is required under the Act, and must be reported in a Department's annual report in accordance with Section 18 of the Act.

The following is a summary of disclosures received by Manitoba Education and Advanced Learning and the Manitoba Text Book Bureau for fiscal year 2013/14.

Information Required Annually (per Section 18 of The Act)	Fiscal Year 2013/14
The number of disclosures received, and the number acted on and not acted on. *Subsection 18(2)(a)*	**NIL**
The number of investigations commenced as a result of a disclosure. *Subsection 18(2)(b)*	**NIL**
In the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations or corrective actions taken in relation to the wrongdoing, or the reasons why no corrective action was taken. *Subsection 18(2)(c)*	**NIL**

Appendices

Table 1
Student Enrolment by Grades in Manitoba Public Schools

Year	Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,981	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	16,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,746	14,328	15,111	199,474
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,687	15,162	15,028	15,493	16,248	14,602	14,990	198,948
1986	2,488	1,991	14,676	15,505	14,640	14,301	14,286	14,479	14,827	15,094	14,958	15,187	16,083	15,162	15,381	199,058
1987	2,397	2,052	14,590	15,593	14,624	14,450	14,221	14,222	14,388	15,233	14,986	15,153	16,061	15,093	16,327	199,390
1988	2,001	2,339	14,784	15,572	14,795	14,432	14,357	14,155	14,132	14,860	14,987	15,165	15,956	14,637	16,610	198,782
1989	1,823	2,431	14,771	15,563	14,864	14,593	14,277	14,227	14,048	14,416	14,602	14,890	16,037	14,665	16,517	197,724
1990	1,843	2,377	14,926	15,510	15,018	14,613	14,442	14,236	14,123	14,326	14,183	14,577	16,075	14,726	16,611	197,586
1991	1,493	2,429	14,670	15,455	14,882	14,732	14,373	14,375	14,080	14,295	13,940	14,155	15,724	14,850	17,441	196,894
1992	1,465	2,465	14,355	15,025	14,846	14,688	14,540	14,329	14,237	14,107	14,023	14,180	15,242	14,572	18,545	196,619
1993	1,247	2,591	14,399	14,688	14,757	14,729	14,613	14,485	14,266	14,241	13,906	14,472	14,993	14,193	18,615	196,195
1994	1,329	2,541	14,487	14,751	14,364	14,553	14,610	14,448	14,370	14,215	14,073	14,268	14,798	13,939	17,941	194,687
1995	1,133	2,696	14,655	14,971	14,418	14,126	14,458	14,526	14,382	14,390	14,084	14,714	14,920	13,782	17,963	195,218
1996	1,470	2,518	14,588	15,100	14,598	14,211	14,048	14,370	14,526	14,432	14,269	14,837	14,951	13,676	17,555	195,149
1997	1,331	2,487	13,929	14,971	14,582	14,430	13,967	13,941	14,336	14,453	14,278	15,074	14,958	14,097	17,964	194,798
1998	1,242	2,461	13,928	14,436	14,647	14,431	14,289	13,848	13,969	14,348	14,279	15,122	15,155	14,197	18,739	195,091
1999	1,585	2,352	13,764	14,340	14,094	14,538	14,378	14,279	13,870	13,993	14,469	15,182	15,234	14,327	23,014	199,419
2000	1,615	2,387	13,543	14,292	13,986	14,022	14,521	14,427	14,368	13,899	13,992	15,651	15,376	14,592	25,747	202,418
2001	1,259	2,195	12,919	13,950	14,026	13,893	13,997	14,479	14,458	14,398	13,881	14,968	15,270	14,216	17,193	191,102
2002	1,309	2,325	12,338	13,360	13,767	14,017	13,891	14,005	14,573	14,524	14,346	14,746	14,791	14,385	16,840	189,217
2003	1,408	2,211	12,310	12,783	13,304	13,845	14,094	14,041	14,133	14,691	14,556	15,294	14,725	14,108	16,995	188,498
2004	1,361	2,316	12,192	12,659	12,712	13,360	13,886	14,268	14,164	14,161	14,692	15,321	15,059	14,238	16,279	186,668
2005	1,493	2,127	12,043	12,621	12,577	12,665	13,402	13,926	14,345	14,193	14,164	15,418	15,245	14,599	15,680	184,498
2006	1,330	2,142	11,873	12,463	12,509	12,539	12,687	13,393	13,968	14,298	14,254	14,969	15,337	14,672	15,751	182,185
2007	1,203	2,126	11,856	12,384	12,473	12,652	12,687	12,837	13,548	14,138	14,461	15,133	15,075	14,946	15,927	181,446
2008	1,158	2,136	11,834	12,301	12,452	12,584	12,730	12,851	12,865	13,661	14,213	15,528	15,129	14,770	15,886	180,098
2009	1,121	2,302	11,964	12,338	12,378	12,570	12,795	12,901	13,023	12,959	13,861	15,193	15,575	14,968	15,854	179,802
2010	1,084	2,296	12,051	12,506	12,455	12,549	12,766	12,964	13,016	13,132	13,189	14,944	15,320	15,256	16,447	179,975
2011	968	2,193	12,516	12,418	12,363	12,477	12,621	12,812	12,919	13,001	13,088	13,981	14,771	15,090	16,807	178,025
2012	867	2,205	13,001	12,916	12,469	12,466	12,590	12,740	12,894	12,944	13,114	13,978	14,098	14,859	17,212	178,353
2013	891	2,105	12,982	13,337	12,941	12,501	12,586	12,647	12,763	12,821	13,023	13,869	14,053	14,101	17,260	177,880

These figures are compiled on the 30th of September each year. Effective 2011, figures do not include enrolment in First Nation schools administered under educational agreements with school divisions.

Source: 1980 to 1999 - Enrolment and Transported Pupils Report; 2000 to 2013 - Enrolment Report.

Table 2

Statistics for all French-Language Programs or Courses in Manitoba , public schools only, Comparison of 2012-2013(r) and 2013-2014(f) School Years

		---------- FRENCH-LANGUAGE PROGRAMS / COURSES ----------------			
	SCHOOL YEAR	**FRANÇAIS**	**FRENCH IMMERSION**	**BASIC FRENCH and EARLY START FRENCH**	**TOTAL**
Divisions/ Districts	2013-2014 f	5	22	36	37
	2012-2013 r	5	22	36	37
	Difference	—	—	—	—
Schools	2013-2014 f	29	105	417	487
	2012-2013 r	29	104	414	492
	Difference	—	1	3	(5)
Students	2013-2014 f	5,489	22,106	58,919	86,514
	2012-2013 r	5,397	21,214	60,762	87,373
	Difference	92	892	(1,843)	(859)
Grants	2013-2014 f	$1,475,059	$5,083,666	$342,110	$6,900,835
	2012-2013 r	$1,448,084	$4,891,805	$411,313	$6,751,202
	Difference	$26,975	$191,861	($69,203)	$149,633

(r) indicates «revised data»
(f) indicates «final data»

Table 3

School Divisions' Comparative Statement of Operating Fund Revenue and Expenses

Revenue	**Actual 2012-13**	**Budget 2013-14**
Provincial Government	1,342,236,269	1,356,349,865
Federal Government	17,843,896	15,130,720
Municipal Government	602,286,690	647,546,871
Other School Divisions	12,152,486	10,389,059
First Nations	62,472,773	68,381,453
Private Organizations and Individuals	22,189,620	17,445,396
Other Sources	7,849,025	4,524,153
Total	2,067,030,759	2,119,767,517
Expenses		
Regular Instruction	1,120,116,458	1,166,802,854
Student Support Services	377,172,786	391,304,988
Adult Learning Centres	10,162,165	8,802,873
Community Education and Services	19,896,635	19,771,803
Divisional Administration	69,245,604	71,969,869
Instructional and Other Support Services	71,963,985	74,283,734
Transportation of Pupils	85,688,387	89,428,276
Operations and Maintenance	228,558,187	240,880,114
Fiscal	34,616,069	36,306,563
Total	2,017,420,276	2,099,551,074
Surplus/(Deficit)	49,610,483	20,216,443
Less: Non-vested Sick Leave Expense (Recovery)	1,131,296	N/A
Less: Net Transfers from (to) Capital Fund	38,269,116	22,481,924
Add: Transfers from Special Purpose Funds	102,115	N/A
Net Surplus/(Deficit)	10,312,186	(2,265,481)

Source: FRAME Financial Statements – 2012-13
FRAME Budgets – 2013-14

Table 4
Student Aid Program Awards
August 1, 2013 to July 31, 2014

Total Award Amounts

Institution	No. of Students with Processed Applications *	No. of Students Receiving Awards*	CSL	MSL	PWPA	AB	CSGP	RN	SSG	AMSFAP	MSRFAP	Total	MB**
University of Manitoba	4,820	3,919	13,324,341	9,870,975	83,250	749,551	6,424,757	308,400	207,091	147,000	3,710,000	34,825,365	2,106,119
College St. Boniface	170	139	479,460	369,302	2,750		253,767	9,300	12,173			1,126,752	142,968
Red River College	1,908	1,435	4,619,828	3,215,352	37,250	534,508	2,312,454	73,500	154,930			10,947,822	1,163,708
University of Winnipeg	1,690	1,341	4,420,757	3,017,406	44,750	616,990	2,426,922	72,000	96,790			10,695,615	960,311
Assiniboine Community College	333	252	769,496	600,930	9,000		519,126	47,400	11,483			1,957,435	235,857
Brandon University	606	497	1,895,509	1,404,062	15,750		886,193	96,000	90,291			4,387,805	716,090
University College of the North	153	126	370,068	322,556	17,750	54,192	378,435	15,900	16,848			1,175,749	109,591
Other Manitoba Public Institutions	288	217	825,411	544,030	3,750		158,071	27,600				1,558,862	222,912
Other In-Province	2,034	1,677	9,710,623	6,098,304	53,250		1,572,190	85,200				17,519,567	3,475,319
Canada	1,536	1,240	7,076,838	4,733,756	21,750		1,627,139			14,000	276,000	13,749,483	1,819,825
Elsewhere	346	295	2,365,995	1,568,627	750		424,240					4,359,612	39,242
Total	13,884	11,138	45,858,326	31,745,300	290,000	1,955,241	16,983,294	735,300	589,606	161,000	3,986,000	102,304,067	10,991,942

Number of Students Receiving Awards

Institution	CSL	MSL	PWPA	AB	CSGP	RN	SSG	AMSFAP	MSRFAP	MB
University of Manitoba	3,439	3,329	333	113	3,118	595	120	21	185	906
College St. Boniface	125	120	11		115	18	8			52
Red River College	1,235	1,118	149	49	1,022	153	60			431
University of Winnipeg	1,188	1,071	179	48	1,109	139	54			370
Assiniboine Community College	198	205	36		196	91	3			84
Brandon University	444	442	63		409	171	50			247
University College of the North	97	104	71	6	111	29	8			37
Other Manitoba Public Institutions	196	179	15		77	55				80
Other In-Province	1,586	1,437	213		637	166				1063
Canada	1,202	1,177	87		814			2	15	553
Elsewhere	295	290	3		187					10
Total	10,005	9,472	1,160	216	7,795	1,417	303	23	200	3833

* Numbers do not include MSRFAP students

** MB figures are preliminary as of July 31/14. Drop-offs are expected and will fall within the MB budget.

CSL - Canada Student Loans (full and part time) - up to $210/week

MSL - Manitoba Student Loans - up to $140/week

PWPA - Prince of Wales and Princess Anne Awards - non-repayable, $250 for Aboriginal students with at least $1 assessed need

AB - Access Bursary - non-repayable, for students in the ACCESS program, replaces MSL

CSCP - Canada Student Grants (full and part time) - non-repayable federal grants

RN - Rural/Northern Bursary, $600 for students from Rural/Northern Manitoba areas attending Manitoba schools.

SSG - Student Success Grant, up to $5000, to cover unmet need of students attending Manitoba public schools

MSRFAP - Medical Student/Resident Financial Assistance Program - conditional grants of $15,000 and $20,000 for medical students and residents, recoverable from the Department of Health

AMSFAP - Aboriginal Medical Student Financial Assistance Program - conditional grants of $7,000 for 7 months of service from Manitoba Student Aid

MB - Manitoba Bursary - used to remit loans, $100 minimum